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ABSTRACT

This final report describes the Career Development for Non-Traditional College Students as Special Education Paraprofessionals Project, a Michigan project designed to develop career paths and employment opportunities for paraprofessionals who work with children, youth, and adults with disabilities. Its intent was to develop a value-based curriculum that focuses on community presence and participation, communicates guiding values, and emphasizes; human relationships and support to individuals with disabilities. While learning best practices in the field, students also developed the skills needed for successful academic work. Highlights of the project included: (1) creating career path possibilities for paraprofessionals; (2) affecting persons with developmental disabilities and their families through paraprofessional training experiences that provided a vision of community presence and participation; (3) developing an extensive curriculum and student handbook; (4) developing innovative recruitment strategies, including a closed-captioned video; (5) enhancing the status of the direct-care role through building career paths that allowed paraprofessional to obtain higher education and job advancement within the field; (6) increasing minority participants through targeted minority recruitment; and (7) teaching state of the art strategies to paraprofessionals. Appendices include a paraprofessional curriculum for community inclusion, course listings, and a technical assistance guide. (CR)

ED 415 647

CAREER DEVELOPMENT FOR NON-TRADITIONAL COMMUNITY COLLEGE STUDENTS AS SPECIAL EDUCATION PARAPROFESSIONALS

Final Report

Office of Special Education and Rehabilitative Services
U.S. Department of Education
Grant Number: H029F30010-94
Preparation of Related Services Personnel
CFDA: #84.029F

Project Director
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Developmental Disabilities Institute

EC 306130

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EXECUTIVE SUMMARY

The Career Development For Non-Traditional Community College Students As Special Education Paraprofessionals Project was designed to develop career paths and employment opportunities for paraprofessionals who work with children, youth, and adults with disabilities. Its intent was to develop a value-based curriculum to focus on community presence and participation, communicate guiding values, and emphasize human relationships and support to individuals with disabilities. While learning best practices in the field, students would also be helped to develop the skills needed for successful academic work. The major highlights of this ground-breaking Project were:

- The Project created career path possibilities for paraprofessionals. There were no formalized training programs for paraprofessionals in Michigan prior to this Project.
- The Project had an impact on persons with developmental disabilities and their families through the provision of paraprofessional training experiences that provided a vision of community presence and participation as crucial values when working with people with disabilities.
- An extensive curriculum was developed and implemented, as well as a student handbook.
- Innovative recruitment strategies were developed which included a close-captioned video.
- The project enhanced the status of the direct care role through building career paths that allowed paraprofessionals to obtain higher education and job advancement within the field.
- Targeted minority recruitment increased the numbers of minority group members and individuals considered non-traditional students as workers in disability-related fields.
- Paraprofessionals learned state of the art strategies and knowledge such as inclusion, self-determination, transition services (from high school to adulthood), and promising practices in the service delivery field.

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OVERVIEW

Background

In Michigan there continues to be a great need for appropriate education of school and community-based paraprofessionals. People who can provide services to persons with disabilities are in demand. Qualified, well-trained paraprofessionals are needed by schools as well as community-based human service programs that serve children and youth with disabilities and their families.

The Career Development For Non-Traditional Community College Students As Special Education Paraprofessionals (hereafter referred to as the Project) was designed to address those needs. The Project was funded from June 1, 1993 to December 31, 1996. The aim of the Project was to develop career paths and employment opportunities for paraprofessional who work with children, youth, and adults with disabilities.

As a result of the Project a comprehensive curriculum was developed. The curriculum, "The Paraprofessional Curriculum For Community Inclusion", is offered by several community colleges in Michigan. With this curriculum, students have the opportunity to select from five areas of specialization. They are: educational, vocational, residential, early childhood and general studies in disabilities.

Students entering the educational component follow a program of study designed to meet the requirements of the State Department of Education for Instructional Aides. Those entering the residential component follow a program of study designed specially to meet the training requirements of the Michigan Department of Mental Health for residential care providers. Students enrolling in the vocational component follow a program of study developed by Michigan State University and used regionally and within the State of Michigan to train Employment Training Specialist. Students choosing the child care component follow a nationally recognized curriculum developed to train persons to work with infants, toddlers, and young children with disabilities in early childhood programs. A program of General Studies in Disabilities was also developed as a program option. Students choosing this option focus on an area of their choice not covered in the other areas of specialization, such as advocacy or recreation or they pursue a general approach.

Each area of specialization combined course and field work to prepare students to work in the related disability service areas. Students completing the program choose either a one-year Certificate in Disability or a two-year Associates Degree in Applied Science (or applied arts). Depending on the specific specialization pursued, graduates meet current state requirements in their chosen area.

With Project funding, the Developmental Disabilities Institute worked with community college programs to target non-traditional groups for recruitment into paraprofessional programs and to develop specialized support services to ensure their successful progression through community college courses. The goals of the Project were to:

1. Develop a student recruitment program
2. Recruit and provide support to high school students
3. Recruit and provide support to non-traditional students
4. Provide technical assistance to colleges with existing and developing programs
5. Develop and disseminate a technical assistance manual for community college administrators
6. Develop articulation agreements with university programs

Collaborators Partners

The Project was implemented in four community colleges in Michigan.

1. Highland Park Community College, Highland Park
2. Schoolcraft College, Livonia
3. Alpena Community College, Alpena

4. Muskegon Community College, Muskegon

Additionally, the Project received advise and support from a Community College Consortium, formed by the Project, which included representatives from participating colleges and the following community colleges and organizations.

- Lansing Community College, Lansing
- Monroe Community College, Monroe
- Mott Community College, Flint
- Washtenaw Community College, Ypsilanti
- City of Detroit Head Start

In the next six sections of this report, the six goals with their objectives and achieved outcomes are reported. The last section is a summary of the major highlights of the Project.

GOAL ONE: DEVELOP A STUDENT RECRUITMENT PROGRAM

Objectives

1. Develop a student recruitment plan
2. Develop student materials

Outcomes

- The Project developed and printed student recruitment brochures and flyers (see Appendix 1). Articles were written for student newsletters. A recruitment video, which includes close-captioning, was developed and disseminated to all of the community colleges.
- Project staff provided direct student recruitment for the community college in the form of personal contacts, phone counseling and follow-up, mailing of materials, and group presentations.
- The college programs have been listed with MOIS (Michigan Occupational Information System). MOIS is a computerized system available to high school

students, providing them with career guidance and information about college programs. MOIS is accessible through other state offices such as the Michigan Employment Security Commission (MESC) offices.

- The Student Handbook was also completed (see Appendix 2). The contents include college policies as well as policies and procedures applicable to the Project. The Handbook is in a format that can be adapted by each of the participating colleges.
- Extensive recruitment was done in Wayne County urban settings (such as churches, Head Start programs, public schools) to recruit non-traditional students such as currently employed paraprofessionals, displaced homemakers, and individuals with disabilities. The majority of the recruiting was done in face-to-face situations. Recruiters received more callbacks from potential students and the numbers who enrolled were higher when the recruitment mode was a personal contact versus a mail flyer.

GOAL TWO: RECRUIT AND PROVIDE SUPPORT TO HIGH SCHOOL STUDENTS

Objectives

1. Recruit high school students in four communities
2. Admit and register students for the program
3. Develop individualized support plans
4. Implement support plans
5. Monitor support plans
6. Assist students in obtaining financial assistance for continuing in the program after graduation
7. Provide career development and job placement services

Outcomes

- A Recruitment Recording Form and a Plan of Study Form were developed for the Project's student support specialist to use with students.

- To encourage enrollment of high school students at the Alpena Community College, dual enrollment courses were developed for Alpena High School students (see Appendix 1 for the recruitment letter to parents and students). The two courses were:
    1. Community Living - Theory (Persons with Special Needs)
    2. Community Living - Practice

GOAL THREE: RECRUIT AND PROVIDE SUPPORT TO NON-TRADITIONAL STUDENTS

Objectives

1. Recruit students in four communities
2. Assist students with pre-admission procedures
3. Admit and register students for the program
4. Develop individualized support plans
5. Implement support plans
6. Monitor support plans
7. Provide career development and job placement services

Outcomes

- During 1992-1993, Highland Park Community College recruited 10 students of ethnic minority backgrounds and one student with physical disabilities.
- During 1993-1994 at Highland park Community College, 95% of the 54 students were black, homemakers, and single parents.
- 50% of the 1993 new fall enrollees at Schoolcraft college were older students and displaced homemakers.
- Numerous sites visits were made to various programs/agencies serving potential non-traditional students
- Student support specialists developed and implemented support plans for students needing them.
- The following amounts of tuition were provided for students:
    - 1993- 1994: $8,443

  - 1994-1995: $12,725
  - 1995-1996: $18,358

- In 1995, Highland Park Community College lost their funding from the state and the school was closed. Project staff provided support to the displaced students to get many of them enrolled at Schoolcraft College.
- The Detroit Head Start program adopted the Project as a training module for their staff. The Head Start program provided tuition support for their staff at Highland Park Community College and Schoolcraft College.
- Over the course of the Project, the following numbers of students were enrolled and graduated.

Year	Number of Students Enrolled	Number Of Non-Traditional Students	Graduating Students
1993-1994			
Highland Park	54	54	
Schoolcraft	63	55	35
Alpena	36	21	10
1994-1995			
Highland Park	50	50[1]	
Schoolcraft	60	55[2]	
Alpena	29	12[3]	0
Muskegon			2
1995-1996			
Schoolcraft	132[4]	48[5]	35
Alpena	35	23[6]	10

---

[1] Most students were African Americans, three students were individuals with disabilities.

[2] Thirteen of the students were from minority groups, two were from rural areas, nine students were individuals with disabilities, 33 were students who were displaced/returning homemakers, and two were older males.

[3] Ten students were displaced/returning homemakers and two were individuals with disabilities.

[4] Forty students were minorities and 20 students were individuals with disabilities.

[5] Twenty of the students were from minority groups, five were from rural areas, eight were individuals with disabilities, and 15 were students who were displaced/returning homemakers.

[6] All 23 students were from rural areas, five were displaced/returning homemakers, and three students were individuals with disabilities.

TOTALS	459	315	92

GOAL FOUR: PROVIDE TECHNICAL ASSISTANCE TO COLLEGES WITH EXISTING AND DEVELOPING PROGRAMS

Objectives

1. Form consortium of community college administrators
2. Hold consortium meetings
3. Meet with sites
4. Evaluate programs

Outcomes

- In 1993, a Consortium was formed with representatives from Highland Park Community College, Schoolcraft College, Lansing Community College, Monroe Community College, Madonna University, Wayne State University, and Alpena Community College.
- The Consortium met monthly during 1993-94 and then quarterly thereafter.
- A training curriculum for certificates and associate degrees for paraprofessionals was developed and field-tested at Highland Park Community College. The curriculum consists of six core human service courses plus general educational college courses offered by each community college (see Appendix 3).
- A series of in-service training modules were developed. The modules issues impacting the lives of individuals with disabilities. The topics were sexuality, sexual abuse and AIDS; supporting the self-determination of persons with disabilities; preventing abuse and neglect; preventing substance use and abuse; and providing non-bias services to persons with disabilities. These modules were also an integral part of the community college curriculum.
- A newsletter was published several times each year and provided information about upcoming training related to school and community inclusion for paraprofessionals. It was distributed statewide.
- The Project increased the capacity of the community colleges. As a result, three of the participating colleges submitted an application for program approval to the Michigan

Department of Education. Schoolcraft College and Alpena received approval for their programs. Muskegon's application was submitted and the staff are waiting feedback from the Department of Education.

- In early 1997, the three participating community colleges were asked to evaluate the technical assistance they had received from the Project staff. The responses of Alpena, Muskegon and Schoolcraft Community Colleges are given below.

A. Using the following scale, please rate each item:

	Very Valuable	Valuable	Somewhat Valuable	Not Valuable
1. Overall Value Of Technical Assistance	3			
2. Value Of Technical Assistance For:				
A. Course Development	2	1		
B. Completion Of MDE Application	1	1		
C. Student Recruitment	1	2		
D. Development Of Recruitment Plan		3		
E. Curriculum Development	2	1		
3. Value Of Materials/Resources/Activities	3			

B. How satisfied are you with:

	Definitely Satisfied	Satisfied	Not Satisfied	Definitely Not Satisfied
1. Availability Of Technical Assistance Staff	3			
2. Capability Of Technical Assistance Staff	3			
3. Frequency Of Technical Assistance	3			

C. How valuable are:

	Very Valuable	Valuable	Somewhat Valuable	Not Valuable
1. Written Materials/Resources	2	1		
2. Video Materials/ Resources	2	1		
3. Community College Consortium Meetings	3			
4. Recruitment Brochures	2	1		

GOAL FIVE: DEVELOP AND DISSEMINATE A TECHNICAL ASSISTANCE MANUAL FOR COMMUNITY COLLEGE ADMINISTRATORS

Objectives

1. Write manual
2. Pilot manual
3. Edit/revise manual
4. Hold dissemination meetings
5. Disseminate manual statewide and nationally

Outcomes

- The Technical Assistance Manual For Community College Administrators And Program Coordinators was completed in 1996 (see Appendix 4). The technical assistance manual contains sections such as:
    - * Features of the Initiative
    - * Values-based curriculum
    - * Career path development
    - * Person first language
    - * Establishing community linkages
    - * Staffing considerations
    - * The core curriculum
    - * Supporting and retaining faculty
    - * Student recruitment
    - * Mentoring through field work
- The Technical Assistance Manual provides the information for replicating the Project at other community colleges.

GOAL SIX: DEVELOP ARTICULATION AGREEMENTS WITH UNIVERSITY PROGRAMS

Objectives

1. Hold meetings with Wayne State University staff
2. Develop agreements with two to three departments, including education
3. Provide technical assistance to sites regarding articulation models

Outcomes

- Individuals completing the community college program and hoping to move into a management role in the non-profit sector, can enroll in the Wayne State University College of Lifelong Learning's undergraduate specialization or post-baccalaureate certificate program.

- Schoolcraft and Lansing Community College have existing agreements with Ferris State University (Human Services Program), Eastern Michigan University (School Of Education) and Michigan State University (Community Service Program).
- The Wayne State University School of Social Work and the Department of Education both have articulation agreements with the community colleges and students can successfully transfer course credits to these baccalaureate programs.
- A human services career ladder/career options chart, adapted from the National Resource Center for Paraprofessional Education, served as a model for the articulation agreements between the community and four-year/advanced degree colleges and universities.

MAJOR HIGHLIGHTS

Paraprofessionals play crucial roles in the lives of persons with disabilities. Due to the enormous changes in service philosophy and approach, people with disabilities and professionals increasingly rely on paraprofessionals for support. Paraprofessionals in the field have become major contributors in delivering all phases of support services, which are less and less provided in large isolated settings, and are increasingly provided in community settings.

The paraprofessionals role is now that of support provider, para-educator, job coach, early intervention specialist, family liaison and supporter, inclusion aide, personal assistant, direct care staff person, etc. Paraprofessionals are seen more by families and individuals than other support personnel. Their skills often directly impact the quality of life of people with disabilities within their communities. While the field expands and changes rapidly, the Project has been successful in developing curriculum for paraprofessional preparation.

Traditionally, paraprofessionals received little or no training for their jobs. On-the-job and in-service training provided the basic skill levels, with little opportunity for development and advancement. Until recently, however, there has been little progress in providing opportunities for paraprofessional development. Upward mobility for paraprofessionals, in turn, positively impacts their capacity to provide support to individuals with disabilities. In the 1980's, the idea of developing career path opportunities for paraprofessional began to be explored. Federal agencies started to seek the development of college career tracks as a viable option for paraprofessional education and training, and state-of-the-art means of skills enhancement.

With financial support from the federal government and the support of local and state disability service agencies, the Developmental Disabilities Institute began to provide a college option for paraprofessionals in Michigan. Its intent was to develop a value-based curriculum to focus on community presence and participation, communicate guiding values, and emphasize human relationships and support to individuals with disabilities. While learning best practices in the field, students would also be helped to develop the skills needed for successful academic work. Test-taking, library research, reading, and learning/study skills were integrated throughout the program.

To better train paraprofessionals to work with and support individuals with disabilities, DDI developed collaborative relationships with community colleges statewide. Programs offer one-year Certificate or two-year Associate Degree options to persons just entering the field or experienced staff seeking to broaden their skills and improve their employability and promotability. Graduates are prepared to work with individuals with disabilities in a variety of settings and situations. Past graduates have gone on to advance within their agencies or, following their field practicum experiences, entered other areas. Many have elected to continue their college education. Students may transfer to four-year colleges and universities to earn Bachelor's degrees in such fields as Special Education, Social Work, Speech-Language Pathology, Interdisciplinary Studies, Service Agency Administration, etc.

The major highlights of this ground-breaking Project were:

- All of the Projects goals were achieved.
- The Project created career path possibilities for paraprofessionals. There were no formalized training programs for paraprofessionals in Michigan prior to this Project.
- The Project had an impact on persons with developmental disabilities and their families through the provision of paraprofessional training experiences that provided a vision of community presence and participation as crucial values when working with people with disabilities.
- An extensive curriculum was developed and implemented.
- Innovative recruitment strategies were developed which included a close-captioned video.
- One challenge faced by the Project was achieving full acceptance for transferability of community college courses to four year and advance degree colleges and universities.
- The project enhanced the status of the direct care role through building career paths that allowed paraprofessionals to obtain higher education and job advancement within the field.
- Targeted minority recruitment increased the numbers of minority group members and individuals considered non-traditional students as workers in disability-related fields.
- The Project leveraged resources to obtain a second related grant from the Administration on Developmental Disabilities, U.S. Department of Health and Human Services.
- Paraprofessionals learned state of the art strategies and knowledge such as:
    - inclusion,
    - self-determination,
    - transition services (from high school to adulthood), and
    - promising practices in the service delivery field.

ASSURANCES AND DISTRIBUTION OF REPORT

Copies of this final report were distributed to the following organizations:

1. U. S. Department Of Education, Office Of Special Education Programs, Preparation Of Related Services Personnel Programs
2. National Clearinghouse For Professions In Special Education Council For Exceptional Children

Copies of the title page and Executive Summary were distributed to the following organizations:

1. Educational Resources And Information Clearinghouse (ERIC)
2. National Information Center For Children And Youth With Disabilities (NICHCY)
3. NEC*TAS
4. Technical Assistance For Parent Programs Project (TAPP)
5. National Diffusion Network
6. Child And Adolescent Service System Program (CASSP)

Anyone interested in receiving all or portions of this report can do so by contacting the Associate Director for Research, Evaluation and Dissemination, **Dr. Sharonlyn Harrison**, at the following address and telephone numbers:

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Detroit, Michigan 48202

313-577-2654 (Telephone)
313-577-3770 (Fax)
Sharris@cms.cc.wayne.edu (Internet)

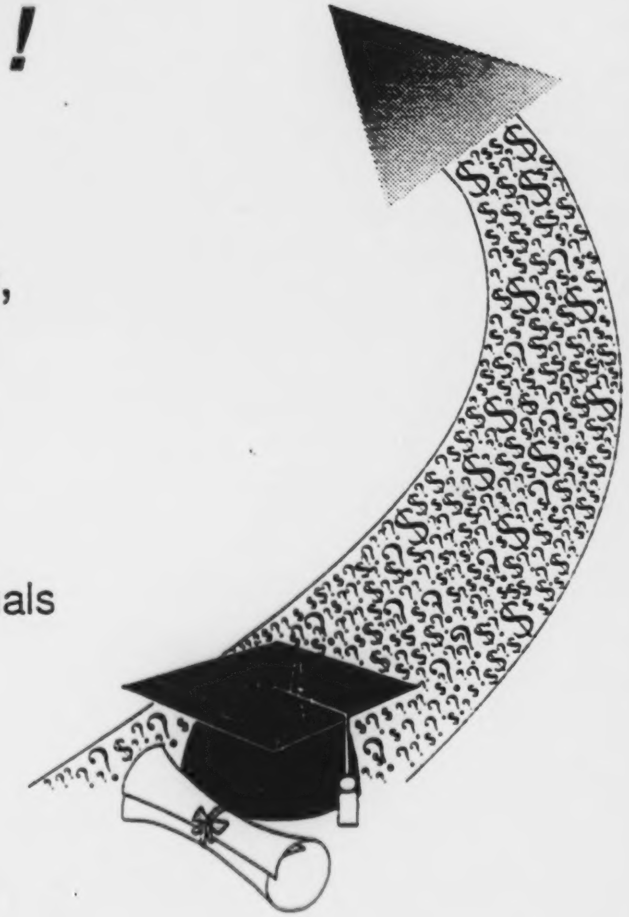
APPENDICES

1. Recruitment Flyers
2. Paraprofessional Curriculum for Community Inclusion -- Student Handbook
3. Community College Curriculum Course Listings
4. Technical Assistance Guide For Community College Administrators And Program Coordinators
5. Human Services Career Ladders/Career Options

Appendix 1

Recruitment Flyers

Why just get a job ? ? when you can have — A CAREER ! ! ! !



Work with:

- **Young children,**
- **School-aged kids,**
- **Adults, and**
- **Senior Citizens**

in schools, workplaces, homes, and throughout the community.

People trained to work with individuals with disabilities are in demand*!*

EMPLOYERS ARE HIRING!

Community College programs in your community can prepare you for work today and to pursue a professional degree in the future. Program options provide one-year Certificates, two-year Associate degrees, and transferability to four year colleges and universities.

Financial Aid is available*!*

For information, please call ☎

Highland Park Community College
Human Services Program
Darlene Hines
252-0475 extension 357

or

Schoolcraft College
Special Needs Paraprofessional Program
Dorothy Witten
462-4400 extension 5267

INFORMATION

Each community college offering the program has agreements with local four-year colleges and universities.

More information regarding transfer credits, curriculum options, and other specifics can be obtained by contacting the program coordinator at the community college of your choice.

Please call or write to:

ALPENA COMMUNITY COLLEGE

Tom Hainstock
Human Services Program Coordinator
Alpena Community College
666 Johnson St.
Alpena, MI 49707
(517) 356-9021, ext. 226 [CMH – (517) 356-2161]

MUSKEGON COMMUNITY COLLEGE

Harry Robinson, Ed.D.
Education Program Coordinator
Muskegon Community College
221 S. Quarterline Rd.
Muskegon, MI 49442
(616) 777-0277

SCHOOLCRAFT COLLEGE

Dorothy Witten
Professor & Program Director
Child Development/Special Education
Schoolcraft College
18600 Haggerty Rd.
Livonia, MI 48152-2696
(313) 462-4400, ext. 5267

The Paraprofessional Curriculum for Community Inclusion was originated and is offered in collaboration with the Developmental Disabilities Institute, the University Affiliated Program of Michigan at Wayne State University. Partial support has been provided through a grant from the Office of Special Education and Rehabilitative Services, U.S. Department of Education (#HO29F30010).

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Developmental Disabilities Institute

PARAPROFESSIONAL CURRICULUM FOR COMMUNITY INCLUSION

PARAPROFESSIONAL CURRICULUM FOR COMMUNITY INCLUSION

The field of human services is growing. Human service agencies are developing new and better ways to meet the needs of persons with disabilities — not in special or separate settings, but where we all live, work, play and learn. The Paraprofessional Curriculum for Community Inclusion, offered by several community colleges in Michigan, is designed to prepare students to become paraprofessionals and work with persons with disabilities in schools and the community. It also helps experienced staff members enhance skills and expand their employment opportunities.

The program's courses provide students with information and experiences that prepare them for specific employment opportunities in various settings. These settings include educational services, vocational services, residential services, early childhood services, and community services. Additional benefits gained by students in the program include development of academic skills, credit for work experience, best practice skills, and certification for First Aid and cardiopulmonary resuscitation (CPR).

PROGRAM OPTIONS

The program offers students the option of a one-year certificate or a two-year associate's degree.

ASSOCIATE'S DEGREE

The associate's degree program contains theoretical and practical experiences designed to prepare students to work in a variety of settings. Students participate in lectures, group activities, site visits, supervised field work, and independent study. They also learn to work effectively as members of a professional inter-disciplinary team. The associate's degree is awarded upon successful completion of the curriculum and all general education requirements.

CERTIFICATE PROGRAM

For those who have only one year to devote to higher education, the certificate program is available. Students may elect to receive a certificate in disability studies after completing the first year of the two-year sequence. The student may, at any time, elect to follow the associate's degree program and fulfill all the general education requirements.

EMPLOYMENT

For those interested in assisting persons with disabilities, there are many career opportunities. Trained personnel are needed to support children and adults with mental, physical and emotional disabilities in a manner that will enable them to participate fully in their schools and communities. People are needed to help persons with disabilities develop daily living skills, academic skills, work skills, interpersonal relationship skills and leisure skills.

FINANCIAL AID

Many students entering the program ask about financial aid. The financial aid office at your college can provide assistance, guidance and support to help you seek financial assistance to fund your education. Applications for financial aid and scholarships are available, as is information about additional funding opportunities. The financial aid offices for the following community colleges can be reached by calling:

Alpena Community College	**(517) 356- 9021**
Muskegon Community College	**(616) 777-0316**
Schoolcraft College	**(313) 462-4400 ext. 5433**

Alpena High School •• 3303 SOUTH THIRD AVENUE •• ALPENA, MICHIGAN 49707 •• TELEPHONE (517) 35[illegible]

March 13, 1996

Dear Alpena High School Parent and Student,

The State School Aid Act contains a provision called "dual enrollment" that directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities, if all of the following conditions are met:

1. Student has earned sufficient credit to be in Grade 12.
2. Student has not graduated from A.H.S..
3. Student has qualified for state MEAP/or HSPT endorsement in communication arts.
4. Student has qualified for state MEAP/or HSPT endorsement in science.
5. Student has qualified for state MEAP/or HSPT endorsement in math.
6. Student is requesting to take a course that is not offered by Alpena Public Schools.
7. Student is requesting to take an academic course as determined by the Alpena Public School District.
8. Student will be enrolled in A.H.S. and A.C.C.
9. Student is enrolled in a course offered during the Alpena Public School District's regular school year.

There is no limit on the number of college courses in which a student may enroll.

Three forms must be completed by an A.H.S. student that wishes to dual enroll with A.C.C. These forms are available at the A.H.S. Counseling Center.

1. The "Alpena High School Dual Enrollment Eligibility" form will show that the student meets the nine required conditions for dual enrollment (see above).
2. The "Alpena High School Concurrent Enrollment at A.C.C. Release of Information Waiver" must be signed to permit A.C.C. to release information to Alpena High for inclusion in the student's high school transcript.
3. The "Alpena Community College Registration Schedule" provides the information which A.C.C. needs in order to dual enroll an A.H.S. student at A.C.C.

Developmental Disabilities Institute
The University Affiliated Program at Michigan

Wayne State University

326 Justice Building
6001 Cass Avenue
Detroit, MI 48202
(313) 577-2654
(313) 577-3770 (fax)

Dear Prospective Human Services Program Student:

Thank you for your inquiry into the Human Services Program at Highland Park Community College. This program prepares it's students to work as paraprofessionals with children and adults who are disabled.

Graduates of the program can seek employment as paraprofessionals in schools (in both regular and special education classrooms!), in early childhood programs and early intervention program, in residential services, and in employment services (as Job Coaches and training specialists). IN SPITE OF THE HARD ECONOMIC TIMES, THE HUMAN SERVICES ARE HIRING!!

Students entering the program can choose to pursue a one-year Certificate program or a two-year Associate's Degree program. While in the program, students take courses that prepare them to work with individuals in the community. Preparation includes classroom work and field work in the specialization of your choice.

Students choosing to complete an Associate's degree often seek employment in the field upon graduation and, also, continue their studies at 4-year colleges and universities in such areas as Education, Special Education, Social Work, Physical or Occupational Therapy, Vocational Rehabilitation, and many others. The opportunity to go on for a bachelor's degree is also available to you!

Students requiring financial aid are encouraged to apply for aid through the community college. Limited financial aid is also available from the Developmental Disabilities Institute. Information can be received by contacting Jean Pfaendtner at 577-2654.

HIGHLAND PARK COMMUNITY COLLEGE IS CURRENTLY RECRUITING FOR THE SPRING/SUMMER SEMESTER! MORE INFORMATION CAN BE OBTAINED BY CONTACTING DARLENE HINES (252-0475 EXT. 357) OR JEAN PFAENDTNER (577-2654).

Sincerely,

Sharonlyn Harrison

Sharonlyn Harrison, Ph.D.
Student Recruitment Specialist

HIGHLAND PARK COMMUNITY COLLEGE

Human Services:

A Paraprofessional Training Program to Work with Persons with Disabilities

EMPLOYMENT OPTIONS

Residential Settings
- Group Homes
- Nursing Homes
- Special Care Facilities
- Adult/Child Foster Care Homes

Educational Settings
- Special Education
- Integrated Classrooms

Vocational Settings
- Supported Employment
- Workshops
- Integrated Employment

Child Care/Early Intervention Services
- Day Care Programs
- Head Start Programs
- Preschool Programs
- Early Childhood Programs

Recreational Settings
Health Care Settings
Mental Health Settings
Advocacy Services

HIGHLAND PARK COMMUNITY COLLEGE

Human Services:

A Paraprofessional Training Program to Work with Persons with Disabilities

PROGRAM BENEFITS

Associates Degree

Human Services Certificate

Nursing Home License

CPR Certification

First Aid Certification

Instructional Aide Certification*

DMH Residential Service Provider Training*

Transferability to Colleges/Universities

* Pending

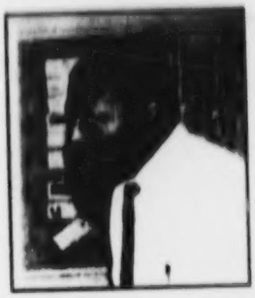
PARAPROFESSIONAL PROGRAMS FOR COMMUNITY INCLUSION

The Developmental Disabilities Institute is the University Affiliated Program (UAP) of Michigan. It is one of 58 UAPs nationwide established by the Administration on Developmental Disabilities (ADD). ADD provides core funding to the Institute to promote community inclusion, productivity, and independence of persons with disabilities.

The mission of the Institute is:

> "to contribute to the development of inclusive communities and quality of life for people with disabilities and their families."

The Paraprofessional Programs for Community Inclusion are coordinated by the Institute in collaboration with community colleges throughout Michigan.



Program faculty and staff includes dedicated individuals with professional experience in diverse areas of the disability field.

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the Developmental Disabilities Institute
of Wayne State University.
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This document was produced with partial support from the U.S. Department of Education (Grant HO29F30010-94) and the Administration on Developmental Disabilities of the U.S. Department of Health and Human Services (Grant 90-DD-0296).

Wayne State University

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Developmental Disabilities Institute

PARAPROFESSIONAL PROGRAMS FOR COMMUNITY INCLUSION

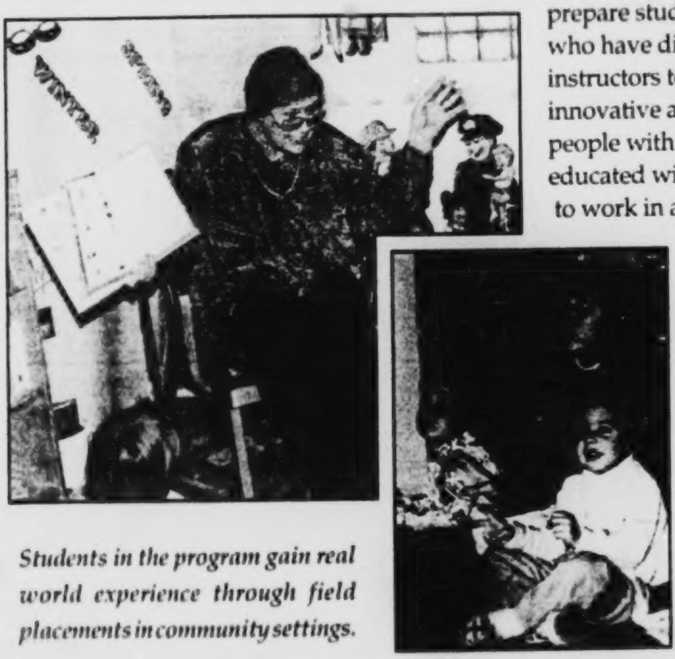
Why was the Paraprofessional Program for Community Inclusion developed?

Society is changing the way it looks at and treats people with disabilities. In the past, people with disabilities were segregated from society. Most lived in special institutions, often located in rural areas. They were allowed little contact with the "real world." During the past 30 years, many laws were passed to help obtain basic civil rights and services for people with disabilities. The most recent important law was the Americans with Disabilities Act. Today, persons with disabilities live in our communities and most large institutions have been closed. Many exciting and innovative programs and services are available to support their needs. Children with disabilities are attending the same schools as their non-disabled peers. Adults are living in their own homes or apartments and working to support themselves. People are needed to work with individuals with disabilities to support them and to help them to learn the skills necessary to be successful in their lives. You could be such an individual.

The Paraprofessional Program for Community Inclusion was developed to provide paraprofessionals (those persons working with people with disabilities who do not have a bachelor-level degree) with opportunities to further their training and educational needs. It was designed to provide a career path for paraprofessionals into rewarding careers working with individuals with disabilities in a wide variety of professions. With the passing of the Americans with Disabilities Act, more and more employers are examining how they can provide options for people with disabilities. In conjunction with this, opportunities for people who work with individuals with disabilities are also expanding. Employment opportunities for people who are trained to work successfully with children and adults with disabilities are growing rapidly.

Who are people with disabilities?

Individuals with disabilities are people just like you and me. They share our communities with us, attend school, work, and socialize. There are many different types of disabilities. Physical disabilities, such as cerebral palsy, muscular dystrophy, and quadriplegia, affect how an individual is able to use his/her body to move. Mental disabilities include impairments such as mental retardation and mental illnesses, like schizophrenia. Regardless of their impairment, individuals with disabilities have the same diverse desires and needs that you and I have.



Students in the program gain real world experience through field placements in community settings.

What is the Paraprofessional Program for Community Inclusion?

The Paraprofessional Program for Community Inclusion is a community college program offered by several community colleges within Michigan. It is designed to prepare students to work alongside people who have disabilities. The program's instructors teach the most current and innovative approaches to working with people with disabilities. Students who are educated within this Program are prepared to work in almost any setting with people who have disabilities.

The Paraprofessional Program for Community Inclusion offers two choices: a two-year associate's degree or a one-year certificate. Students completing a two-year degree earn an associate's degree in applied science (or applied arts). Those who do not want or need an associate's degree may earn a Certificate in Disability Studies following one year of study. The structure of the curriculum is designed in such a way that students may choose an area of specialization and complete field work experiences related to that specialization. Areas of specialization include: educational, vocational, residential, early childhood and general studies. Depending on the specific specialization pursued, graduates will meet current state requirements in their chosen area.

Are other options available?

Yes, there are other options. Sometimes students are currently working with people with disabilities, but feel that they need to develop new skills or get more information. Others want to make a career change to a different area of disability services, but not receive an associate's degree. For those who have only one year to devote to higher education, certificate programs are available. Students may receive a Certificate in Disability Studies after completing the first year of the two-year sequence. The Certificate in Disability Studies is available for each area of specialization.

Students who are enrolled in other programs of study may also take elective classes in the Paraprofessional Program for Community Inclusion. Learning about working with people who are disabled is relevant to almost any profession. Students may choose to become "disability specialists" in fields such as nursing, law, architecture (designing barrier-free houses and buildings), engineering (developing innovative technology, such as new types of wheelchairs), and social work.

Where is the Paraprofessional Program for Community Inclusion offered?

The Paraprofessional Program for Community Inclusion is offered at several community colleges in Michigan. The number of community colleges offering this program is increasing. All colleges offer both Certificate and Associate Degree options. Contact the agency named at the end of this booklet for information on the college and contact person nearest to you.

Is financial aid available?

A large percentage of students entering into the Paraprofessional Program ask about financial assistance. Many forms of financial assistance are available.

- The state and federal governments offer financial assistance to students who meet their financial qualifications. Financial Aid Forms for federal/state assistance are available, free of charge, from the financial aid offices at all Michigan colleges and universities.

- Your employer may be another source of financial assistance. Many employers have training and education funds available for their staff. Check with your union, your benefits office and with your boss!
- Local agencies and foundations offer different types of financial scholarships to students meeting a variety of qualifications. Many scholarships are available for minority, disabled, and female students. Your local library should have information on such scholarships, as will the financial aid office at the college of your choice.

The financial aid office at the community college of your choice will be able to provide you with assistance, guidance and support to help you fund your education. They also have applications for financial aid and scholarships, and additional information. Remember, financial aid is a challenge for many students, but education is an investment in your future and you can achieve it!

In what ways will I benefit from the Paraprofessional Program for Community Inclusion?

The program will prepare you to begin work as a human service paraprofessional in community settings with persons who have disabilities. It also enhances the ability of those currently working in the field to develop and refine their skills. The program provides excellent preparation for continued post-secondary education. Credits earned through this program are transferable to many other colleges and universities. Through coursework in the program, it may be possible to earn nursing home certification, CPR certification, first aid certification, and instructional aide certification.

How does the program prepare me for work?

The Paraprofessional Program for Community Inclusion is designed so that you may choose an area of specialization that

Teaching faculty share their interest and enthusiasm with students.

prepares you for specific employment options. Areas of specialization currently available include: educational, residential, vocational and early childhood. Also available is the focus on general studies in disabilities. Each specialization can lead to specific employment opportunities.

Work in Educational Programs

If you want to work in schools and other educational settings you may choose an "Educational Specialization." Completion of the associate's degree with a specialization in education at certified colleges lets students identify themselves as "instructional aides." Instructional aides work alongside teachers in regular and special education classrooms and other educational settings.

Opportunities in Vocational Areas

If you choose the "Vocational Specialization," you are preparing to work in employment settings with adolescents and adults with disabilities. Individuals completing this specialization also receive "Employment Training Specialist" certification. This allows them to work as job developers and job coaches in many different types of agencies. These individuals teach job and job-related skills to people with disabilities to assist them in entering the workforce and being the most productive employees possible for their employers.

Options in Residential Services

If you want to work in residential settings, you can choose the "Residential Specialization." Work options include supporting individuals with disabilities in their homes and apartments, and helping them to acquire the skills they need to live successfully in their community. People selecting this specialization may also work as personal assistants to persons with disabilities.

Work with Young Children

Many people enjoy working with young children. The "Early Childhood Specialization" prepares you for work with children with and without disabilities in all settings where you would expect to find young children. In addition to all of the typical settings such as Head Start, pre-schools and day care centers many agencies also exist that serve young children with disabilities and their families in specialized programs.

Other Options for Working with Persons with Disabilities

For students who wish to take a global approach to their education without committing themselves to a specific specialization, or who desire to tailor their education to meet specific employment goals, the "General Studies Specialization" is available. If your area of interest doesn't fall within the categories of the other specializations, the "General Studies Specialization" is for you. Students in this specialization prepare themselves to work in settings such as mental health agencies, recreational programs, advocacy services and programs for senior citizens. Programs can be specifically tailored to meet each student's interests and goals.

Can I get credit for my experience?

Some students entering college have years of valuable experience working with people who have disabilities. These students often ask if they can get credit for their experience. Each college has its own policy on credit for experiences or "Experiential Learning." Students may be awarded academic credit for experiential learning and/or training taken prior to entry into the Paraprofessional Program of their choice. If you believe your life and work experiences have provided you with the knowledge and skills to succeed in your academic work and job expectations, you may consider applying for experiential learning credit. With "Experiential Learning" colleges realize the value of these achievements by evaluating your experiences and converting the appropriate skills and learning into academic credit which can be applied toward your degree.

One-to-one interaction between students and faculty is a hallmark of the program.

If you decide to apply for an Experiential Learning evaluation, you should obtain an application packet from the program coordinator at the college of your choice. An experiential learning team will evaluate your completed application in terms of the skills and areas of knowledge required for your degree.

What else will I learn in this program?

Students in the Paraprofessional Program for Community Inclusion participate in lectures, group activities, site visits, supervised field work and independent study. The courses that make up core classroom experiences of the program will give you an understanding of the support needs of persons with disabilities. You will learn state-of-the-art skills in working with children and adults with disabilities. In addition to preparing you for work with persons with disabilities, this program also helps you to develop the skills you'll need to be successful in college. These skills include test-taking, library research, reading and others. Instructors are trained to help you develop the skills to be successful in college.

Who are the instructors?

Instructors are leaders in the field of disability services. Many are managers or administrators in agencies serving people with disabilities in your community. Instructors must have an excellent track record in supporting persons with disabilities and delivering services. They come from different backgrounds and bring their insight and experiences into the classroom. Instructors use guest speakers and site visits to help students achieve an understanding of areas different from their area of specialization. Students are encouraged to ask the instructors about their experiences and backgrounds.

Will the instructors work with me?

Instructors are trained to work with a diverse population of students with different abilities, learning needs, and interests. They have been selected and trained to teach this program. Each college is responsible for the training of their instructors and seeks to employ only individuals with extensive experience in the field. In addition, instructors are trained to work with persons of different backgrounds, ages, experience levels, races, religions, and socio-economic status. Instructors are committed to assisting you to achieve your potential and to meet your educational and career goals.

Can I transfer to a four-year university?

Each community college offering the Paraprofessional Program for Community Inclusion has its own agreements with local four-year colleges and universities. More information can be obtained by contacting the Program Coordinator of the community college of your choice.

What are some four-year university programs to consider?

Many options are available in the disability field for people who have bachelor's and master's degrees. Some students who were enrolled in the Paraprofessional Program now attend four-year colleges and universities, studying to be teachers, early intervention specialists, special educators, speech pathologists, social workers, vocational counselors and many other careers. Some specific programs in the Metropolitan Detroit area include the Service Agency Administration Program and the Interdisciplinary Studies Program at Wayne State University.

Where will I go after leaving the program?

This program prepares you to work in a variety of settings supporting persons with disabilities. Following receipt of a certificate or associate's degree, you can either get a job in the field of your specialization, go on to a four-year college/university to get a bachelor's degree, or both. Many students choose to continue on for another degree and work in their field of choice while going to school. This program helps you to develop the skills you will need for university study, in addition to helping you to develop employment skills. Each community college also has career counselors and employment offices that will assist you in finding and applying for a job.

Instructors make sure students understand the material presented and can be successful in the program.

I'm interested! Who do I contact?

Each community college offering the Paraprofessional Program for Community Inclusion has a designated contact person. Any of these contact persons will be able to provide you with more information about their particular program or college. They will work with you to explore your educational and career needs and goals. For the college and contact person nearest you, please call or write to:

Carol Kent, Ed.D.
Community College Project Director
Developmental Disabilities Institute
Wayne State University
326 Justice Building
6001 Cass Avenue
Detroit, MI 48202
(313) 577-2654

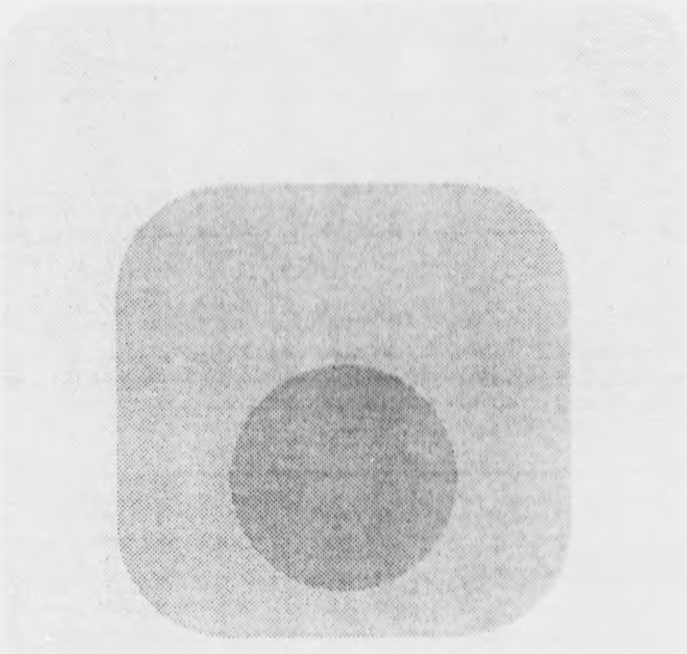
BEST COPY AVAILABLE

Appendix 2

Paraprofessional Curriculum for Community Inclusion – Student Handbook

Paraprofessional Curriculum for Community Inclusion

STUDENT HANDBOOK



Highland Park Community College

Wayne State University

Carol Kent, Ed.D.
Jean M. Pfaendtner, M.S.W.

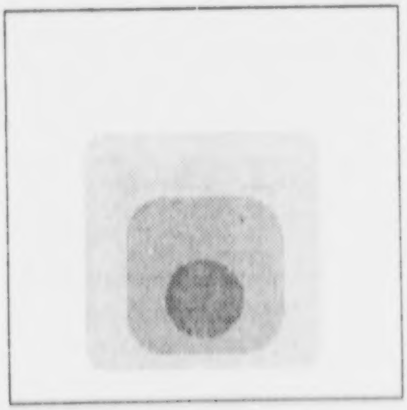
DDI

Paraprofessional Curriculum for Community Inclusion

HUMAN SERVICES PROGRAM

A CAREER PATH EDUCATION CURRICULUM AND A TRAINING PROGRAM TO PREPARE HUMAN SERVICE PARAPROFESSIONALS TO WORK WITH PERSONS WITH DISABILITIES

Student Handbook
1992



Highland Park Community College
in collaboration with the
Developmental Disabilities Institute
The University Affiliated Program of Michigan
Wayne State University
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Detroit, Michigan 48202
(313) 577-2654

Partial support for this effort was received from the U.S. Department of Education (Grant HO299F0097) and the Administration on Developmental Disabilities of the U.S. Department of Health and Human Services (Grant 09DD368).

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INTRODUCTION

This Student Handbook has been prepared to provide information relative to the specific needs of students enrolled in the Human Services Program. Students are encouraged to read this Handbook carefully and question any aspect that is unclear.

No handbook is ever finished. Many changes will occur as the program grows and develops. Therefore, further refinements, additions and/or deletions from this handbook will occur from time to time.

HIGHLAND PARK COMMUNITY COLLEGE

44

HIGHLAND PARK COMMUNITY COLLEGE

Highland Park Community College was established in 1918. Since its founding, the College has been an integral part of the program of public education maintained by the school district. Among community colleges in Michigan there is only one which is older. Since World War II, the College has continued to serve the local community while enrolling an increasingly large number of students who come from all parts of the Detroit Metropolitan Area, from out-state Michigan, from other states, and from foreign countries. The continued high enrollments of students who stay from one to two years indicate that the College is meeting the needs of resident students as well as the needs of those who come from areas far beyond the boundaries of the school district.

Philosophy of the College

Highland Park Community College is committed to the belief that the quality of life in any generation is determined by the human values which both define the goals of life and control the means by which these goals are sought.

It is the chief task of education to help people, individually and collectively, to develop sets of values by which the personal, social, and vocational aspects of living can be made productive and rewarding to both the individual and society.

Accordingly, it is the individuals guided by positive values and knowledge who are best able to move toward the attainment of their highest potential.

The College seeks to maintain an environment in which students may develop sound values and gain useful knowledge so that they may more effectively take their places in any society.

Purpose and Objectives

The general purpose of Highland Park Community College is to meet post-high school educational needs of the community it serves. The College accepts its responsibility to develop and maintain a college-level educational program sufficiently flexible to reflect the changing educational requirements of its area. To fulfill these needs, the College will offer academic, technical-vocational, and cultural courses directed toward the betterment of the students, and of the community in which they live. The objectives of the program are:

A. Transfer Education:

To provide the first two years of instruction for students planning to continue study in other collegiate institutions.

B. Preparatory and Development Education:

To provide appropriate courses for students who have deficiencies in their educational background.

C. Technical and Vocational Education:

To provide: (1) pre-employment training for persons planning to enter an occupation, and (2) occupational courses for the retraining and advancement of persons already employed.

D. Continuing Education:

To provide through a wide spectrum of courses and programs: (1) opportunities for interested persons to satisfy vocational and personal needs and (2) to cooperate with industrial, business, and governmental agencies in developing specialized technical-vocational courses where there is justifiable evidence of an educational need. An important factor, implicit in all of the educational objectives stated on page 1, is the provision of academic, vocational, and personal counseling through which trained and skillful men and women help students to clarify their directions and discover richer meaning in their educational experiences in the college. The specialized function of the counseling staff is to help students make intelligent, self-motivated choices of courses, programs of study, and occupational goals in a realistic relationship to their interests and abilities.

Resources

Highland Park Community College is a flourishing educational institution that consistently works to meet the needs of the community it serves. It has well established contacts and linkages throughout the Detroit Metropolitan Area and a comprehensive array of resources and student services.

Through collaboration with the Developmental Disabilities Institute in the development of the Program in Human Services for Persons with Disabilities, Highland Park Community College also has access to the resources of Wayne State University and the Developmental Disabilities Institute.

Accreditation

Highland Park Community College is fully accredited by the North Central Association of Colleges and Secondary Schools and is a member of the Michigan Association of Junior Colleges, the Michigan College Association, the Michigan Association of North Central Colleges, the Michigan Association of Higher Education, the American Association of Junior Colleges, the Department of Higher Education of the National Education Association, and the American Council of Education.

Work in Highland Park Community College is planned to correlate with the requirements of all major colleges and universities in the United States. Experience shows that work done on the transfer level and grades of satisfactory in this institution will be accepted at full value by practically any other college or university.

Work done in "non-transferable" courses may be accepted by senior institutions, but final evaluation will depend on the admissions policies of the college or university to which it is submitted.

OCCUPATIONAL STUDIES DIVISION: ORGANIZATION AND ADMINISTRATION

ADMINISTRATION

MISSION

The mission of the Occupational Studies Division is to provide instruction and training that will both equip students with entry level skills for a career and a transfer to four-year institutions in the following areas:

Areas of Study

Allied Health

1. Child Development
2. Health-Care Management
3. Medical Assistant (two year program)
4. Medical Laboratory Technician
5. Medical Office Assistant (one year)
6. Nursing-Registered
7. Nursing-Licensed Practical
8. Respiratory Care
9. Substance/Abuse Counseling
10. Surgical Technology
11. Human Services Program

Business

1. Business Technology
2. Computer Information Technology
3. Office Assistant (clerk-typist)
4. Secretarial
5. Word Processing

Vocational-Technical

1. Automotive Technology
2. Drafting Technology
3. Electronics/Robotics Technology
4. Welding Technology (Metal Fabrication)

Occupational Studies - Career Training Program

Career training programs are designed for students who desire to acquire the skills and the knowledge necessary for employment immediately after graduation from the College.

The Associate Degree in Applied Arts is granted to students who complete the prescribed curricula in a two year career training program. Certificates are granted to students who completed the prescribed curricula in the one year programs.

Each type of program is designed to satisfy employment requirements current in the Detroit metropolitan area. Brochures listing curriculum for each career training program are available from the Admissions office and the counselors' offices. The courses included in each career program are oriented toward a vocational objective.

Transfer Programs

Transfer programs for students who plan to enter a four-year college are available. Students should contact a Highland Park Community College counselor before their first enrollment to get specific information about requirements for their chosen field of study at the transfer institution. Students must know the college or university they plan to enroll in before a program of study can be selected.

Highland Park Community College also provides courses for students who wish to improve their job performance skills in order to upgrade their present positions.

Need for the Human Services Program

The roles and responsibilities of personnel working in community programs for persons with disabilities have evolved and expanded significantly over the past 10 years. Paraprofessionals working in this field have become major contributors to the delivery of all phases of services. These services have changed from being provided in large isolated buildings, such as institutions, to providing support to persons with disabilities within communities. This new way of thinking and of designing services has created a significant need for qualified personnel in the field of Human Services.

Trained personnel are needed to support persons with mental, physical and/or emotional disabilities in ways that will enable them to participate fully in their schools and communities. People are needed to help persons with disabilities and their families develop skills such as daily living skills, academic skills, work skills, interpersonal relationship skills, and leisure skills. Frequently, people already working in these types of jobs have little or no training.

It is with this purpose and approach that the Human Services Program for Persons with Disabilities was developed. This Program is expected to develop and enhance the skills of personnel currently working with persons with disabilities as well as to provide

new, well-trained personnel to work in the growing field of services to persons with disabilities. The development and implementation of this program are a collaborative effort of Highland Park Community College and Wayne State University, Developmental Disabilities Institute, a University Affiliated Program (UAP). Partial support for this effort was received from the U.S. Department of Education (Grant HO299F00097) and the Administration on Developmental Disabilities of the U.S. Department of Health and Human Services (Grant 09DD0368).

PROGRAM IN HUMAN SERVICES: POLICIES AND PROCEDURES

HUMAN SERVICES POLICIES AND PROCEDURES

GENERAL COLLEGE REGULATIONS

Admission Philosophy

1. The general purpose of Highland Park Community College is to make post-high school education available to all individuals interested in and capable of benefitting from such an experience.

2. Highland Park College accepts its obligations to keep an open door through which those interested may find opportunity to participate in community college educational and training programs compatible with their abilities and preparation and consistent with their purposes.

3. Acceptance of the obligation to maintain an open door means that, on some basis, opportunity will be made available to high school graduates and to other such persons who may be qualified by the community college.

Admission Procedures

1. Individuals seeking admission to Highland Park Community College should apply for admission well in advance of the beginning of the semester or summer session for which they plan to enroll. Applications for admission should be filed at least two months prior to the date the applicant wishes to begin his studies in the College.

2. An application for admission may be obtained in person or by mail from the Admissions Office, 12541 Second Avenue, Highland Park, MI 48203. Application may also be secured from the office of the high school principal.

3. The application and nonrefundable application fee should be returned to the College. High school transcript or General Education Development tests must also be forwarded to the Admissions Office. Applicants who have attended other colleges or universities must also have an official transcript from each college or university in order to receive credit by transfer.

4. After records are received, the Admissions Office may request a personal interview, although some applicants are admitted without interview. Any applicant may request an interview at any time.

5. After admission, a personal interview with a counselor is arranged. The counselor advises the student concerning a course of study and/or assists the student with any situation or problem that may arise at any time.

6. The admitted student validates registration by payment of tuition and fees at specific dates.

Delayed Admission

1. Anyone 18 years of age or over who has not been formally admitted to Highland Park Community College may enroll during any scheduled registration period.
2. Credits earned in this manner, however, are not valid until the student is admitted to the College.
3. Applications for admission may be requested at any time through the Admissions Office.

Registration

1. Eligible students may register before the beginning of a semester depending on the time schedule established for that particular semester or they may register in a period scheduled immediately prior to the opening of classes.
2. Proof of registration must be shown to instructors at the beginning of classes.
3. No student who has not registered may remain in class.

Late Registration

Qualified students who, for valid reasons, do not enroll during the scheduled registration period may register during the period specified in the Official College Calendar in available classes. A late registration fee is charged to students who register after the last day of scheduled registration.

Refunds - Fall and Spring Semesters

1. Students who withdraw from any class must notify the Office of Admissions and the counselor.
2. Students withdrawing from the College are not eligible for refunds after the eighth day of classes.
3. Summer school tuition is not refundable.

   The date of withdrawal for purposes of refund will be the date on which the student officially leaves the College, and not the date on which class was last attended. If adequate evidence is submitted, an exception may be made in cases of severe illness, death, or other circumstances beyond the control of the student.

Appeals for exception to application of the refund policy must be made promptly. They must be in writing and should be addressed to "The Dean of the Division."

HUMAN SERVICES PROGRAM POLICIES

The following are Human Services Program policies that apply to student admission, progression, and graduation.

Admission Criteria

Students are selected by the admission committee using the following criteria.
The specific policies that govern admission to the Human Services Program are as follows:

1. Admission to the Highland Park Community College is required before a student may enroll in the Human Services Program. The College requires college transcripts, if applicable; high school transcripts or G.E.D. test scores; and an application fee.

2. Students who are high school graduates or who have completed the General Educational Development Test may be admitted regardless of race, creed, sex, age, and national origin.

3. New students are admitted annually.

4. Students must be free from communicable diseases and must have a complete physical examination including medical, dental, x-ray of chest, and T.B. skin test prior to admission.

   X-ray and T.B. skin test must be repeated annually and must be current at the beginning of the second year. Medical documentation by a physician is required before a student may report for field work assignments.

5. Two letters of recommendation (preferably from employers, teachers, counselors, ministers or other professionals) are required.

6. A personal interview is required by the faculty admission committee, which has final responsibility for selection of candidates for the program.

7. Highland Park residents who apply for admission to the Human Services Program are given priority status and must meet all admission criteria.

Attendance Policies

1. Class attendance is required of all students. All students are expected to attend both lecture and field work assignments. Students unable to adhere to these policies must confer with the Program Coordinator at the direction of the instructor.

The exceptions are as follows:

a. Each student is permitted three (3) absences from lectures. This is a HPCC policy.

    (1) Personal and family illness are included in this policy.

    (2) Death in the family is included in this policy.

    (3) Exclusion from class because of tardiness is included in this policy.

b. Students who are absent because of participation in a college-sponsored event may receive official permission from the Office of Student Affairs in the College. If the absence exceeds three (3) days, the student may be required to make up days.

2. Field work absences are not permitted. Lecture attendance is in accordance with college policy. Students unable to adhere to these policies must confer with the Program Coordinator.

3. All students are required to be on time for theory and field work classes. Without written permission to enter a class late, students who are late the first hour may enter the second hour following the class break.

4. Scheduled tests must be taken on assigned day. Exceptions will be made for grave circumstances at the discretion of the instructor, who must be notified prior to the test. Within one week following return of test papers, students have the following responsibilities:

    a. Reviewing test and test scores for accuracy in scoring.

    b. Seeking assistance of the test writer for any discrepancy.

    c. Maintaining on-going calculations of test scores.

5. Students who report for field work on time but are unprepared to safely render client care will not be permitted to either give client care or to remain in the agency; the absent days are considered unexcused field work absent days.

6. A student who has not completed a written field work plan, as required by the fieldwork course instructor, is an unprepared student.

7. There are sixty minutes in a field work hour and fifty-five minutes in a classroom theory hour.

8. When ill, students may not report to the field work agency. The procedure for reporting illness is as follows:

a. Call the secretary in the Human Services Office and the agency office, indicate the name of student, the instructor's name, and the name of the agency. Obtain the names of persons with whom the messages were left.

b. A doctor's report is highly desirable if the field work absence exceeds two days.

Probationary Status

1. Definition: A period of time that a student who has not met the course requirements is given to improve his practical skills or his theory grades. Practical skills refer to the ability to apply theoretical and technical knowledge in the field work setting as indicated by behavioral objectives in the course outline, clinical focus, and in the Handbook.

2. Time: Probation may extend 8 - 16 weeks depending on the length of the course.

3. Criteria:
    a. Academic probation occurs when the students's average in the Human Services course is less than 76% at the midterm period.

    b. Field work probation occurs when the field work performance is unsatisfactory and the student fails to meet the objectives. Field work probation may occur at any time during the field work experience, but not extend beyond the length of the course.

    c. Any student who is unsatisfactory in the field work area is considered unsafe and may not return to the area without the recommendation of the field work instructor.

    d. A student may not remain on probation more than the length of the course.

    e. No student may pass the course on either academic or field work.

Progression/Grading Policies

1. Definitions:

    a. PROGRESSION refers to the movement of a student from one course to another course after having met clinical and theoretical objectives.

b. WITHDRAWAL refers to termination of progression at any point in the program for failure to meet clinical and theoretical objectives.

c. REINSTATEMENT refers to readmission of a student into the program after official withdrawal.

d. TRANSFER refers to the transfer of Liberal Arts credits from an accredited school or college.

e. CRITERIA FOR EVALUATION refers to the ability of the student to meet the performance objectives in both theory and field work courses.

f. FIELD WORK UNSAFE refers to inability of the student to meet field work objectives at the end of the course.

2. Students must obtain a final grade of "C" or better in each Human Services and Liberal Arts courses in order to progress to the next Human Services semester.

3. The official marks for grading purposes are A, B, C, D and E. The following formula is used to determine grade point average:

PERCENTAGE	GRADES	GRADE POINTS
92 - 100	A - Excellent	4
84 - 91	B - Above Average	3
76 - 83	C - Average	2
70 - 75	D - Below Average	1
	E - No Credit	0
	W - Withdrawal (Official)	0
	I - Incomplete	0

4. A "W" grade means an official withdrawal from class. A student must see a College Counselor to officially withdraw from a course prior to the official date for withdrawal in the schedule of classes. Failure to officially withdraw results in course grade of "E."

5. An incomplete may be recorded only after written authorization from a Department Administrator. An incomplete must be removed before the beginning of the next succeeding semester.

6. When two or more courses occur during the same semester, the following policies apply:

   a. Each course is graded independently.

   b. All courses must be completed with a "C" or better.

7. Students may withdraw from the program on or prior to the official College withdrawal deadline. However, the grade policies apply.

8. Field work performance is considered either satisfactory or unsatisfactory. No letter grade is given. Satisfactory performance indicates that the student is able to satisfactorily complete performance objectives for the area. A field work unsatisfactory constitutes a failure in the field work course and a grade of "D" is obtained.

9. Scheduled examinations must be taken on the assigned day. There are no make-up tests. Exceptions may be made only at the discretion of the Instructor, who must be notified either prior to the test or on the day of the test.

Readmission Policies

1. Students with a letter grade less than "C" in a Human Services course must petition the Faculty Admission Committee for readmission to the program provided no more than one year has lapsed since withdrawal from the program. Criteria used by the Admission Committee include:

    a. Recommendation from last field work and/or academic faculty instructor.
    b. Over-all review of the student's past theoretical and field work performance.
    c. Faculty-student ratio for the semester.
    d. The deadline for submission of readmission applications is January 1 for summer semester, March 1 for fall semester, and September 1 for spring semester.

2. Following failure of a Human Services course, the student may be considered for readmission the next time the course is offered.

3. Students who apply for readmission after a lapse of more than one year will be required to repeat all Human Services courses.

Graduation Policies

1. A certificate of achievement is awarded to students who complete the required curriculum with a "C" or better.

2. Students who have earned less than "C" in a required Liberal Arts course must repeat the course.

3. Students who plan to graduate must file an application for graduation with the Registrar within four weeks after the beginning of the semester in which graduation requirements are completed.

4. Students must be enrolled in the College at the time of application for graduation.

5. Students who graduate are required to attend the graduation exercise.

HIGHLAND PARK COMMUNITY COLLEGE
Human Services Program

PRE-ENTRANCE STATEMENT

I have read and understand the regulations of Highland Park Community College Human Services Program. While a student of the College I do agree to uphold and abide by these regulations.

I understand I will function under the direction of the College while in clinical/practicum.

I understand that I am responsible for cost of any injury sustained while attending school or assigned to the clinical/practicum site.

I further understand that I am responsible for checking with the owners of any cars in which I ride to and from the College, clinical/practicum sites, or on any other field trips regarding liability insurance, and that the College takes no responsibility in this matter.

I understand that students may be dismissed from Highland Park Community College Human Services Program for these reasons:

1. Failure in class/field work performance as specified in program guidelines.

2. Unsatisfactory performance in field work/practicum (not meeting the expected behavioral objectives).

3. Falsification of records, reports, or examinations.

4.* Excessive absences.

5.* Personal habits or actions that interfere with performance or success as a Human Services team member.

6.* Inappropriate and/or unethical conduct in field work/practicum or classroom areas.

*Determined by the professional judgment of the program faculty.

Signature Date

Complete Address Telephone

Records

At any time, you may review your program records, including evaluations and anecdotal notes. It is a good idea to save copies of evaluations, workshop objectives, handouts, letters of recommendation, and samples of your work in order to create a portfolio for yourself that will be helpful when you write your resume.

Appropriate Dress

You follow the dress code of your field work agency and always dress professionally for field work interviews. Always check what that code is. Visible ecchymoses (hickey) are considered in poor taste and should not be visible during field work experiences. Students are expected to demonstrate sound judgment by wearing clothing, accessories, and make-up that are in good taste, appropriate for the setting, and non-seductive. It is unfair for a student to dress in a manner that will create uncomfortable feelings within the client. Seductive dress in a setting in which one can clearly not act upon those messages places the client in a double bind.

Confidentiality

In the Human Services field, we have access to a great deal of confidential material. Sensitive issues that happen during field work experience should be shared with your instructor to keep the College informed. Confidentiality about what happens in class or in the field experience is an issue that each class must discuss. When there is a problem in this area, it is best to confront it as soon as possible before the problem grows. This can be done on a one-to-one basis or within the class. Information you share with College personnel is confidential with the College. This means that instructors and staff may discuss your progress among themselves, but may not discuss your progress with others unless you sign a release of information form. As with clients, you or staff are not bound to confidentiality when the person sharing the information intends harm to himself/herself or others, or an illegal act has been committed. A release of information is necessary for instructors to give any type of employment recommendation.

Transportation

Transportation to field work sites is the student's responsibility.

Incident Report

Students must report all incidents to the instructor, and a written report must be completed by the student. An incident is any happening which is not consistent with the routine operation of the agency, the routine of a particular client, or the routine in the community college. It may be an error, an accident or a situation which might result in an accident. Incidents may become the basis for future legal action. Your rights, client's rights, and the rights of the hospital must be protected. Incident reports become a permanent part of the client's, the student's, and/or the agency's record.

Accidents

If an accident happens:

a. Use your observation skills to evaluate the situation.

b. Report to the instructor or staff in charge immediately.

c. If accident involves a client, ask someone else (when possible) to bring the instructor or staff while you stay with the client.

d. Follow agency procedure in handling accidents.

e. After care has been given, fill out accident report. All accidents must be reported. Sometimes a seemingly minor injury is actually severe.

f. Use care in what you say about accidents. Unnecessary law suits have resulted from thoughtless comments.

g. A copy of the agency incident report must be submitted to the Coordinator and a College incident report must be completed on the day of the incident or within twenty-four hours of the incident.

h. It is the responsibility of the student and the instructor to submit written accounts of all accidents, errors, and injuries.

i. All accidents or injuries to a student must be handled in accordance with agency and college policy.

Errors

Errors most often happen in passing diets, administering medications, special treatments, and the like. If you realize there is potential for error before the treatment has been given (e.g., wrong client), stop the client treatment or procedure at once. If you do not discover the error until after the fact, report immediately to your instructor and the staff in charge. Record and report errors according to agency policy. Agency policies determine who shall call the doctor.

Professional Conduct

The following characteristics are consistent with professional behavior and are expected at all times:

a. Refrains from loudness, profanity, sneering, rudeness, and sleeping in class or clinical.

b. Is truthful.

c. Listens receptively.

d. Takes advantage of self-learning opportunities.

e. Assumes responsibility for course preparation and participation.

f. Approaches individuals with kindness, gentleness, and helpfulness.

g. Offers companionship without becoming involved in a non-therapeutic manner.

h. Accepts client rejection and ridicule without retaliation.

i. Accepts constructive criticism.

j. Is consistently punctual.

k. Is neat, clean, and appropriately attired.

l. Accepts assignments and willingly assists others.

m. Organizes and completes assignments in allotted time.

n. Follows instructions and informs instructor continuously of client status and work assignment.

o. Recognizes and performs within own limitations.

p. Maintains watchfulness of all clients in unobtrusive manner.

q. Spends time with client - rather than peers and personnel.

r. Knows assigned client's whereabouts.

s. Uses break time appropriately.

t. Conducts self with same professional demeanor when caring for an unconscious, non-oriented, or a conscious client.

u. Protects sensitivities of client.

v. Uses correct spelling and grammar.

w. Communicates in a therapeutic manner.

x. Cooperates with agency policies.

y. Observes legal and ethical standards of practice.

Classroom Conduct

a. No smoking, gum chewing or eating at any time.
b. Sign attendance sheet daily.
c. Disruptive behavior will not be tolerated.
d. Class begins promptly at the designated time.
e. If a class should last longer than assigned time, the student may leave class without penalty.
f. Class may be entered at break time.

Laboratory and Tutorial Policies

a. Students who desire help or tutoring may obtain assistance from the Center for Instructional Support.

b. Students may be referred by an instructor or self referred.

Cheating

Any student who cheats in any Human Services course may be denied the privilege and right to attend such classes and to graduate from the program. Cheating is defined as using notes or markings, signals, or wandering eyes to obtain answers from a private source not permitted during examination time or from another person in the class. Submitting papers which are not the student's original work also constitutes cheating.

The stringency of this policy is understandable when read in the context of an educational program preparing individuals for a career where the safety and well being of persons with disabilities are largely dependent upon the knowledge and ethical responsibility of the Human Services paraprofessional. Evidence of unethical behavior, such as cheating, precludes the instructional faculty's ability to declare prospective graduates to be reliable and ethical, since both the level of knowledge and the degree of ethics are known values in such a situation.

Evaluations and Conferences

1. Anecdotal notes and factual accounts of student performances are written by instructors. The purpose of the notes is to reveal the student's performance in relation to course objectives. Notes indicate satisfactory performance as well as areas for improvement.

2. Students may request a conference with the instructor at any time. Field work conferences are routinely scheduled with the instructor, except for unsatisfactory students who shall have weekly conferences with the instructor. Conference reports and notes are reviewed with the student who signs the report; the signature indicates that the student has read the evaluation and does not indicate approval. Students are encouraged to discuss problems with instructors before requesting to meet with the Program Coordinator.

3. When making conference appointments with the Program Coordinator regarding academic and/or field work performance, students are encouraged to discuss problems with instructors before requesting to meet with the Coordinator.

4. Students shall evaluate field work instructor's theory class and field placement sites at the end of each course. Evaluation forms are provided by the Program Coordinator.

5. Final conferences are required at the end of each field work course.

Requests for Letters of Reference

All letters to social service agencies and employers must be submitted in writing, and the request must be signed by the student. No information will be released from the College Office without written consent of the student. The written consent must include the following:

1. Name and address of addressee.

2. Purpose of communication.

3. Desired information or schedule that student wishes to be released.

BEST COPY AVAILABLE

Grievance Procedure

A grievance is a complaint by a student concerning policies or disciplinary action. The grievance should be written and submitted to the Human Services Program Coordinator.

All grievances shall be handled in the following manner:

Step 1 -- The student shall first discuss the grievance or concern with the instructor in an attempt to resolve the grievance.

Step 2 -- If the grievance is not resolved in Step 1, it shall be reduced to writing, clearly stating the basis for the grievance, signed by the student and submitted to the Coordinator who shall reply in writing within 15 days.

Step 3 -- If still unresolved, the written appeal shall be presented to the Dean of the Occupational Studies who will respond in writing in ten days.

Step 4 -- The President of the college shall rule finally on all grievances if unresolved to this point.

Plagiarism

A student is guilty of plagiarism who fails to give credit for any ideas or material taken from another for either written or oral presentation. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgement also is considered plagiarism. Plagiarism is considered by the faculty and students as an extremely serious offense for which the student may be subject to disciplinary action.

Code of Ethics

Human Services work is based on democratic humanitarian ideals, dedication to service for the welfare of others, disciplined use of recognized body of knowledge about human beings, and their interactions and promotion of the well-being of all without discrimination.

We commit ourselves to conduct our professional relationships in accord with this Code of Ethics, and subscribe to the following statements:

1. Precedence to our professional responsibility and personal interest.
2. Responsibility for the quality and extent of the service we perform.
3. Respect for the need of dignity, privacy, and individuality of the people we serve.
4. Responsible use of information gained in professional relationships.
5. Respect for the findings, views, and actions of colleagues and use of appropriate channels to express judgment on these matters.
6. Practice of our profession within the recognized knowledge and competence of the profession.
7. Acceptance of the responsibility to help protect the community against unethical practice by any individual or organization engaged in the Human Services profession.
8. Readiness to give appropriate professional service in public emergencies.
9. Statements and actions in public as an individual must be clearly distinguished from those representing the organization.
10. Support of the principle that professional practice requires professional education.
11. Contribution of knowledge, skills, and support to programs of human welfare.
12. Relations with others based on their qualities as individual human beings, without distinction as to socioeconomic status, sex, race, ethnic heritage, culture, religion, age, sexual orientation, receipt of public assistance, handicap or disability, or political affiliation.
13. No invasion into the personal affairs of another individual without their consent, except when in an emergency we must act to prevent injury to the individual or others.

Ethical Guidelines

1. Do not discuss confidential information about individual clients or about agencies with news reporters. Refer a reporter to the agency director.

2. If you come into contact with personal acquaintances through a practicum agency, it is a good idea to assure the individual of your commitment to confidentiality. It is best not to work directly with people who are personal friends, classmates, or relatives. Ask that someone else be assigned to the case.

3. Always know the policies of an agency regarding staff regulations. Do not take on the responsibility of covering for someone else's mistakes.

4. There may be times when clients know things about you from your personal life that you would rather not have known at your clinical education site. If there is any question of a client's use of this situation to influence your behavior toward them, it is wise to confront them and to inform the agency of the situation. It is generally better for someone to hear of personal information from you directly than another source. This also allows the agency staff to be prepared and not to be caught off guard in sensitive situations.

5. Never accept a contract to keep information confidential without reservations. If a client tells you of illegal activity or plans to be harmful to himself/herself or others, you are obligated to report and document the content of the interaction. Confidentiality is legally with the client and the agency, not with the individual counselor or worker.

6. Medication errors by self or others must always be reported and documented on the agency's incident forms. The worst error would be not to report the mistake. There may be times when you must choose between loyalty to a co-worker or fellow student and your professional obligations.

7. In general, do not accept gifts from clients. In the case of items that are of little monetary value or items a client made in a crafts group, always check with the agency staff before accepting the item.

8. Public settings are not the proper place for discussing clinical education related information. If a fellow student were to do so, we suggest you draw the student aside and express your discomfort and disapproval of their behavior.

9. Never accept any item from a client to retain for them. This is true of both illegal or legal materials. Report any attempts of a client to do so. Know agency guidelines regarding the disposal or disposition of such items.

10. We believe that we as professionals are obligated to ascertain that our membership upholds standards of practice. Being under the influence of chemicals of any kind during clinical education time is inappropriate. Inform your instructor of any problems. The question you need to pose to yourself: "Would I want this fellow

student, who is using alcohol or drugs, to provide care for someone I love?" Similarly, we are professionally responsible for reviewing the quality of other skills and practices used by co-workers and co-students.

11. Consistently include clients in conversations you have with others. Remember to introduce clients, fellow students, your instructors, and agency staff to each other. Make sure that conversational topics are appropriate for everyone within hearing vicinity.

12. Do not share client information with others (their spouses, friends, relatives) unless you are assigned to do so. As a student, this responsibility will usually rest with the agency staff. Refer others to the responsible staff member.

13. The use of racist, sexist, or other terms that convey judgmental attitudes is unacceptable and may be grounds for termination from the program.

14. Everyone needs to be touched and to feel needed. The criteria you need to use for judging the appropriateness of client-student touch are:

    a. How comfortable are you and the client with physical touch?

    b. Is the touch age-appropriate?

    c. What are the agency guidelines regarding appropriate touch?

    d. Is the environment appropriate for the activity?

15. It is not appropriate to date clients or to establish social relationships. If a client asks you out, tell him/her no, you are not allowed to. Do deal with the issue of attractiveness, feedback on approaches, etc.

16. Clients need to handle their own affairs whenever possible. Our goal is to increase assertiveness and self-reliance, not to foster dependency on workers or agencies. Be sensitive to reinforcing self-reliance over dependency.

17. Do not give out your address or phone number to a client. In some situations, it is best to use only your first name. Do not agree to correspond with a client.

18. Know agency policies regarding clients reading their own files. You may always tell a client what information you recorded.

19. If a clinical education site has information concerning another student, do not share it with that student OR others.

20. Do not perform any invasive procedures on clients including clipping or filing nails, cutting hair, or any other activity that has potential for tissue damage. Check with your instructor if you have any questions.

21. Occasionally, you may "treat" clients and allow them to treat you to coffee or inexpensive snacks.

22. Never indicate if a client is present when answering the phone. Say that you will check to see if anyone by that name is there. Ask who you shall say is calling if they are there. Then check with the client. They may not wish to receive calls or may not be allowed to have calls because of restrictions.

23. Never relinquish responsibility for clients to someone who is incompetent.

24. Never become a party to illegal activities with money. Never allow clients to have checks sent to your home (in an effort to avoid paying their obligations). Never use client monies for your own purposes.

Tips for Students

Students in postsecondary vocational/technical courses might find increased responsiveness from their instructors and better grades for participation if they assume that the instructor has the same role as an employer, and that their role is that of prospective or current employee, with the goals of employment or advancement. The following tips are based upon "pet peeves" about students' classroom behavior from the experiences of the author and other instructors. They are written to the student and are meant for discussion with the student about vocational etiquette (conduct) or behavior in the classroom.

1. Speak in a normal tone of voice when speaking in class. If you whisper the instructor and other classmates will assume that you are talking about them. If someone tries to whisper to you, look away from them, then tell them at break that whispering makes you uncomfortable, and then change seats if it continues.

2. Always bring along a supply of pens, pencils and paper.

3. Establish eye contact with the instructor and give nonverbal clues that you are listening (nod, etc.).

4. If you have a cold or have been up the night before with a sick child, etc., speak to the instructor privately before or after class to explain any difficulty you experience in maintaining an attentive, active role. Most instructors will appreciate this honesty.

5. Be well prepared and be willing to discuss without monopolizing the class. Volunteer for demonstrations and encourage fellow classmates to do the same.

6. Refrain from looking at your watch or the clock in the room. If you're going to check the time, do so openly, but infrequently.

7. If the instructor asks for feedback, give both positive and negative in a diplomatic manner.

8. Make lists of assignments due and double check these with the instructor if unclear. Be consistent in having assignments completed on time.

9. Arrive five minutes early in order to be ready to start on time. This gives you time to lay out your materials, find the page in the text, etc.

10. Use the instructor's name. Ditto for your fellow classmates. Everyone likes to hear their own name. Use proper names and titles until you are given permission by the individual to use a first name. Introduce yourself to refresh peoples' memory if it appears they don't remember your name.

11. Get the phone numbers of several classmates that you can call upon to get notes from if you are absent. Have a "buddy" who will always pick up handouts for you, let you know about assignments, etc., on the occasion that you must miss. Reciprocate for them.

12. Establish a reputation for good attendance and be sure to call if you're going to be absent from clinical!

13. Wait until the instructor dismisses the class to close up your notebook and start packing away your materials.

14. Refrain from performing personal grooming tasks in class like clipping or filing your fingernails.

15. Go to the bathroom before class. Stay in your seat unless you have an emergency. If you do get up and leave the classroom, you will miss out on information. Don't lay on the floor during movies, you could easily fall asleep.

16. When the class is asked if there are any comments or questions, respond with a "yes" or "no" to allow the instructor to answer any questions and/or move on to something else.

17. When approaching an instructor in person or on the phone, ask if this is a good time to talk. If not, make an appointment. You have a right to have papers and test grades back promptly, but be careful not to "bug" the instructor. Remember that grades may not be posted or given out over the telephone.

18. Retain your handouts for classes. It's a good idea to date them and file for future use. Some colleges will want to see items from a class for articulation purposes.

19. Read directions carefully. Many errors made on exams and projects are a direct result of not following the printed instructions.

20. Be especially courteous to guest speakers, hourly faculty, and substitute faculty. Your actions in class, in the cafeteria, or in clinical education sites may affect your acceptance for placement and/or employment at future clinical education sites.

21. Remember to thank others when they have helped you in some way.

22. Check out any questions you have about program policies and procedures with the program coordinator rather than rely on information from fellow classmates.

Minimum Competency List

The following six criteria must be met by students before entering the first field work course, HSP 200. During HSP 101, 102 and 105 courses, students will be assessed by the faculty in relationship to these criteria. In addition, students must continue to demonstrate these behaviors and attitudes throughout all field work courses. Students who fail to do so may be removed from field work and/or not be placed in further field work. Field work placement is always with faculty permission.

Criteria

1. The student can be "counted on"; he/she demonstrates reliable, dependable, and punctual behavior.
2. The student extends good will to others; accepting, courteous and friendly.
3. The student appropriately meets the safety needs of others; emotional safety, physical safety.
4. The student is willing to examine his/her own feelings, values and behaviors, and listens to the feedback of others.
5. The student realizes the effects of his/her verbal and nonverbal behavior on others and makes adjustments in this behavior which are consistent with program and clinical agency policies.
6. Faculty would feel comfortable with the student providing care for their significant others.

Guidelines for Credit for Experiential Learning

Students may be awarded academic credit for experiential learning and/or training taken prior to entry into the Human Services Program. If you believe that your life experiences have provided you with the skills and knowledge to enhance your ability to perform in your present job and to succeed in your academic work, you might consider making application for experiental learning credit. Through the "Experiential Learning" component, the College recognizes the value of these achievements by evaluating your experiences and converting the appropriate skills and learning into academic credit which can be applied toward your degree.

If you decide to apply for an Experiential Learning evaluation, you should obtain an application packet from the Program Coordinator. An Experiential Learning team will evaluate your completed application in terms of the skills and areas of knowledge required for your degree. Refer to the Field Work section of this Handbook for information about how to earn field work credit for work or volunteer experiences.

HUMAN SERVICES PROGRAM

HUMAN SERVICES PROGRAM

BENEFITS OF THE HUMAN SERVICES PROGRAM

The Human Services Program will prepare students to begin work as Human Service Paraprofessionals in community programs with persons who have disabilities. It will also enhance the ability of those currently working in the field to do a better job. However, it also gives excellent preparation for continued post-secondary education. The program is structured so that students can apply credits to bachelor degrees in related areas. Opportunities are also available beyond the bachelor's degree in graduate programs such as psychology, social work, education, and counseling.

Program Options

Students entering this program have several options. They may select a program of study that leads to any, or all, of the following:

- Human Services Certificate (one year program)
- Associate's Degree (two year program)
- Transfer to a 4 year College or university

Depending on the choice of courses and program of study, it may be possible to earn the following:

- Nursing Home License
- CPR Certification
- First Aid Certification
- Instructional Aide Certification
- Residential Service Provider Certification*
- Employment Training Specialist Certification*

* Pending

Employment Opportunities

Students enrolled in the Human Services Program may find opportunities for employment in the following types of settings:

Schools:

Classroom assistants are vital in the education of students with disabilities. They are needed to assist the teacher with instruction, provide specialized care for students with disabilities, and support students in regular education programs. Educational settings include special education programs and integrated classrooms.

Homes:

People with disabilities live in many kinds of homes throughout our communities. These home settings provide career opportunities for caregivers who can help people care for themselves, train them to become as independent as possible, and assist in household management. Work in residential settings could include: group homes, nursing homes, special care facilities and adult/child foster care homes.

Work Places:

Increasingly, persons with disabilities are striving to become independent and seek employment. There is a need for trained workers who can provide skill training, supervise work, help employers develop job opportunities, and support people with disabilities as they move into new jobs. Work in vocational settings could include the following types of program: work activity centers (workshops), supported employment, and integrated competitive employment.

Recreation and Leisure:

Persons with disabilities are encouraged to actively participate in all aspects of community life--at home, in local parks, and in recreation areas. Skilled workers are needed to help people with disabilities and others learn skills to take part in and enjoy recreational and leisure activities together. Work in recreation and leisure programs could include community centers, parks and recreation programs, and special groups or clubs.

Early Childhood Specializations:

Young children with disabilities participate in community child care programs such as Head Start, day care, early intervention programs, pre-schools and respite care. These settings provide employment opportunities for trained caregivers.

Employment opportunities are also available in mental health, health and advocacy services.

HUMAN SERVICES CERTIFICATE AND ASSOCIATE DEGREE PROGRAMS

HIGHLAND PARK COMMUNITY COLLEGE

HUMAN SERVICES - Certificate Program

Fall Semester - (16 weeks)	Credit Hours	Prerequisites
HSP 101 - Community Living for Persons with Special Needs	4	None
PSY 131 - Introduction to Psychology	3	None
ENG 118 - Occupational Communication	3	ENG 099/Placement
NPN 090 - Home Health Care/Nurse Aid Practices	4	None
	14	

Spring Semester - (16 Weeks)		
PED 192 - Advanced First Aid	3	None
HSP 102 - Planning for Community Living	4	HSP 101
HSP 105 - Skills Training and Support	4	HSP 101
SWK 100 - Sign Language I	3	None
	14	

Summer Semester - (8 Weeks)		
HSP 200 - Field Work in Human Service	8	HSP 101, 105
TOTAL	36 Hours	

CERTIFICATE IN HUMAN SERVICES FOR PERSONS WITH DISABILITIES

HIGHLAND PARK COMMUNITY COLLEGE
Associate Degree in Applied Arts
HUMAN SERVICES FOR PERSONS WITH DISABILITIES

FIRST YEAR

Fall Semester - (16 weeks)	Credit Hours	Prerequisites
HSP 101 - Community Living for Persons with Special Needs	4	None
PSY 131 - Introduction to Psychology	3	None
ENG 118 - Occupational Communication	3	ENG 099/Placement
NPN 090 - Home Health Care/Nurse Aid Practices	4	None
	14	

Spring Semester - (16 Weeks)		
PED 192 - Advanced First Aid	3	None
HSP 102 - Planning for Community Living	4	HSP 101
HSP 105 - Skills Training and Support	4	HSP 101
SWK 100 - Sign Language I	3	None
	14	

Summer Semester - (8 Weeks)	-	
HSP 200 - Field Work in Human Services	8	HSP 101, 105
	TOTAL	36 Hours

SECOND YEAR

Fall Semester - (16 Weeks)	Credit Hours	Prerequisites
MAT - Any Math Course	3	
ENG 101 - Reading and Composition	3	ENG 100 or placement
SOC 241 - Introduction to Sociology	3	None
CIT 103 - Computer Literacy	2	None
HSP 210 - Advanced Field Work in Human Services I	4	HSP 101/02/05/200
	15 Hours	

Spring Semester - (16 weeks)		
PSY 232 - Developmental Psychology	3	PSY 131
PSI 121 - Intro. to American Government	3	None
*ELECTIVE	3	
	9 Hours	

*Suggested Electives		
ENG 102 - Reading and Composition	3	ENG 101/placement
HSP 212 - Advanced Field Work in Human Services I	4	HSP 101/02/05/200/210
LIT - Elective	3	None
PED 194 - Dynamics of Physical Activity	2	None

TOTAL HOURS - 60 -

ASSOCIATE OF APPLIED ARTS DEGREE IN HUMAN SERVICES FOR PERSONS WITH DISABILITIES

SPECIALIZATIONS OF STUDY

The Human Services Program has been designed so that students may choose an area of specialization. Areas of specialization currently available include: educational, residential, vocational, and early childhood.

Students entering the educational component will follow a program of study that has been designed specifically to meet the requirements of the State Department of Education for Instructional Aides. Those entering the residential component will follow a program of study that has been designed specifically to meet the training requirements of the Michigan Department of Mental Health for residential care providers. Students enrolling in the vocational component will follow a program of study that has been developed by Michigan State University and used regionally and within the State of Michigan to train Employment Training Specialists. Students choosing the child care component will be following a nationally recognized curriculum developed to train persons to work with infants, toddlers, and young children with disabilities in early childhood programs. A program of General Studies in Disabilities is also available as a program option.

Once a student has been admitted to the Human Services program he/she will meet with the Program Coordinator and develop a Plan of Study. Changes in the plan may be made with the approval of the Coordinator. A copy of the form used by the Program Coordinator can be found on the next page.

The following areas of study are addressed in this section:

1. Educational Specialization
2. Residential Specialization
3. Vocational Specialization
4. Early Childhood Specialization
5. General Studies in Disabilities Specialization

HIGHLAND PARK COMMUNITY COLLEGE - HUMAN SERVICES PROGRAM
Plan of Study Advising Sheet

Name: ______________________________
Address: ______________________________
____

Work Phone: ______________________________
Home Phone: ______________________________

Program Track: ____ Associate Degree ____ Certificate

Specialization: ____ Educational ____ Residential
____ Vocational ____ Early Childhood
____ General Studies in Disabilities

Required Courses

Class	Semester	Cr.	Grade	Notes
HSP 101 Community Living				
HSP 102 Planning for Comm. Living				
HSP 105 Skills Training and Support				
HSP 200 Field Work in Human Services				
HSP 210 Advanced Field Work I				
ENG 118 Occupational Communication				
ENG 101 Reading and Composition				
PSY 131 Intro. to Psychology				
PSY 232 Developmental Psychology				
SOC 241 Intro. to Sociology				
NPN 090 Home Health Care/Nurse				
PED 192 Advanced First Aid				
SWK 100 Sign Language				
MATH 105 (any course)				
CIT 103 Computer Literacy				
PSI 121 Intro. to Amer. Govt.				
	SUBTOTAL	57		
Elective(s)				
	TOTAL	60		

EDUCATIONAL SPECIALIZATION (INSTRUCTIONAL AIDE CERTIFICATE)

EDUCATIONAL SPECIALIZATION

Content of the Educational Specialization

The program in Human Services can prepare students to work in educational settings as Instructional Aides. The Program for Instructional Aide is a two year program of 60 semester hours of course work leading to an Associate in Applied Arts Degree in Human Services. Those students in the educational specialization of study will pursue a specific program of study designed to meet all of the current requirements of the Michigan Department of Education for Instructional Aide.

Students have the option of earning a Certificate in Human Services after the first year and 36 hours of required credits. However, those wishing to earn an Instructional Aide Certificate must complete 60 semester hours of coursework, including the core courses and competencies contained in the Educational Specialization.

All the classes listed in the Core Course Section must be included in the 60 credits unless specifically waived by the Program Coordinator. An Associate in Applied Arts Degree is available for those who complete all of the courses required in the Human Services Associate Degree Program. See the Program Coordinator for more information about your program of study.

Students in this Specialization participate in lectures, group activities, supervised field work, and independent study. Graduates of the program who wish to pursue a professional degree will be well prepared to transfer their course work to a program of professional preparation at a four year college or university.

Educational Specialization Requirements

There are 6 courses (27 credit hours) that make up the core educational experiences that address the competencies and satisfy the Michigan Department of Education, Special Education, requirements for Instructional Aides Training Program. These courses are taken during the first year and are part of the one year Certificate Program.

Core Courses	Credit Hours
HSP 101: Community Living for Persons with Special Needs	4
HSP 102: Planning for Community Living	4
HSP 105: Skills Training and Support	4
HSP 200: Field Work in Human Services for Persons with Disabilities	8
PED 192: First Aid and Emergency Services	3
NPN 090: Home Health Care/Nurse Aid Practices	4
Total Hours	27

Special Education
Instructional Aides Training Program
Course Matrix

An instructional aide employed in a special education program shall meet the requirements set forth in Rule 340.1794(b), and shall, for approval by the state board of education or its designee, have successfully completed advanced training in a community college or degree-granting institution whose special education instructional aid program shall offer instruction in the following specific competencies.

		Course Numbers
(a)	Normal child development and how it is altered because of a handicapping condition.	HSP 101
(b)	Identifying and recognizing handicapping conditions.	HSP 101
(c)	Special Education rules & regulations.	HSP 101, HSP 200
(d)	The impact of a handicapped child within the family unit.	HSP 101
(e)	The community role in relation to a handicapped student's educational program.	HSP 102
(f)	Communication, language development, and leadership skills within the classroom.	HSP 102 HSP 105, HSP 200
(g)	Instructional strategies, behavior management techniques.	HSP 102, HSP 105
(h)	Medical conditions and procedures including, but not limited to, seizure activity, tube feeding catheterization, and first aid.	PED 192, NPN 090
(i)	Completion of a practicum experience to include 60 clock hours with severely mentally impaired, severely multiply impaired, or trainable mentally impaired students.	HSP 200
(j)	Completion of a field experience to include 30 clock hours in a combination of classrooms involving the following student populations at the elementary and/or secondary levels unless otherwise employed in such a capacity: classrooms with visually impaired (VI), hearing impaired (HI), or physically and otherwise health impaired (PCHI) students.	HSP 200

RESIDENTIAL SPECIALIZATION
(RESIDENTIAL SERVICE PROVIDER CERTIFICATE)

RESIDENTIAL SPECIALIZATION

Content of the Residential Specialization

The program in Human Services will prepare students to work in residential settings. The Program is a two year program of 60 semester hours of course work leading to an Associate in Applied Arts Degree in Human Services for Persons with Disabilities. While there are a number of program options available to students enrolled in this program, those selecting the residential specialization of study will pursue a specific program of study designed to meet the current state requirements for Residential Service Provider.

Students have the option of earning a Certificate in Human Services after the first year and 36 hours of required credits. Those students wishing to earn the Residential Service Provider Certificate must complete the core courses and competencies contained in the Residential Specialization and do their field work in a residential setting/s. All of the classes listed in the Core Courses Section must be included in the 36 credits unless specifically waived by the Program Coordinator. An Associate in Applied Arts Degree is available for those who complete all of the courses required in the Human Services Associate Degree Program. See the Program Coordinator for more information about your program of study.

Students in this Specialization participate in lectures, group activities, supervised field work, and independent study. Graduates of the program who wish to pursue a professional degree will be well prepared to transfer their course work to a program of professional preparation at a four year college or university.

Residential Specialization Requirements

There are 6 courses (27 credit hours) that make up the core educational experiences that address the competencies and training requirements of the Michigan Department of Mental Health for residential care providers. These courses are taken during the first year and are part of the one year Certificate Program in Human Services.

Core Courses		Credit Hours
HSP 102:	Planning for Community Living	4
HSP 105:	Skills Training and Support	4
HSP 200:	Field Work in Human Services for Persons with Disabilities	8
PED 192:	First Aid and Emergency Services	3
NPN 090:	Home Health Care/Nurse Aid Practices	4
	Total Hours	27

Residential Specialization
Course Matrix

Instruction in the competencies and instructional objectives listed in this section will be offered to students enrolled in the Residential Specialization.

Competency 1. Students will obtain an overview of community residential services and their role as direct care staff.

Instructional Objectives:	Course No.
Understand the principle of normalization and how it influences what you do.	HSP 101
Understand the philosophy and role of community residential services.	HSP 101
Acquire an awareness that your values, attitudes and beliefs can affect how you treat others.	HSP 101
Know the definitions of mental illness, developmental disabilities and mental retardation.	HSP 101
Know staff's and recipient's rights and responsibilities	HSP 101 102, 105
Understand your responsibility to protect and advocate for recipient's rights	HSP 101, 102, 105
Understand the importance and functions of the interdisciplinary team and the individual plan of service.	HSP 102
Know the issues involved in community resistance and acceptance and recognize your responsibility to promote community acceptance.	HSP 101
Understand the purpose of the recipient record and what to document in it.	HSP 102, 105
Understand your role to:	
- intervene in recipient behavior to bring about growth and change	HSP 102, 105

- observe recipient behavior	HSP101, 102
- and document your observations and interventions	HSP 101, 102, 105
Understand how your day-to-day social interactions with recipients play an important part in their growth and development.	HSP 101
Understand the policies and procedures which affect your job.	HSP 101, 102, 200

Competency 2. Students will know basic intervention strategies.

Instructional Objectives:

Have a beginning understanding of some causes and sources of human behavior.	HSP 102, 105
Acquire a beginning understanding of basic principles of intervention.	HSP 102, 105
Become acquainted with a wide range of nonphysical interventions, including when to apply, important ingredients, and traps to avoid for each.	HSP 105
Acquire a basic understanding of intervention techniques useful in avoiding confrontation with recipients.	HSP 105
Understand key legal and ethical issues and responsibilities related to intervening with recipients.	HSP 105
Understand important aspects of crisis intervention and documenting activities that must follow interventions with recipients.	HSP 105

Competency 3. Students will know basic principles of health maintenance.

Instructional Objectives:

Recognize how the basic human needs (Maslow's hierarchy) integrate into health maintenance activities.	NPN 090
Know the general factors that contribute to health maintenance and describe why they are important.	NPN 090
Know the basic requirements and importance of personal hygiene including mouth, hair, scalp, and skin care needed by recipients.	NPN 090
Know the methods for preventing, controlling and limiting the spread of communicable diseases.	NPN 090
Know the body systems, their functions, and major signs and symptoms of physical illness.	NPN 090
Be able to accurately measure temperature, pulse, respiration.	NPN 090
Be able to record health status observations, including temperature, pulse, respiration and seizures.	NPN 090
Know the principles of prevention and methods to control epileptic seizures.	NPN 090
Be able to correctly apply first aid for seizures.	NPN 090

Competency 4. Students will be able to recognize and respond to life threatening situations

Instructional Objectives:

Be able to identify life threatening situations.	PED 192
Have the knowledge and ability to respond quickly, correctly, and calmly in the event of life threatening situations.	PED 192

Demonstrate behaviors consistent with the basic principles of first aid.	PED 192
Demonstrate cardiopulmonary resuscitation (one rescuer-adult victim).	PED 192

Competency 5. Students will know how to administer medications in accordance with legal and ethical standards

Instructional Objectives:

Recognize that standards and/or legislation exist to regulate the manufacture, distribution, dispensing, and administration of drugs.	NPN 090
Know the legal and ethical implications of medication administration.	NPN 090
Understand your role/responsibility in the administration of medications.	NPN 090
Understand your responsibility to utilize licensed health providers as resources in meeting the health needs of the recipient, including the administration of medications.	NPN 090
Understand your responsibility to obtain the required information about each medication from a licensed health care provider prior to administering it.	NPN 090
Be able to accurately and safely administer medication within the sphere of skills learned in this training program.	NPN 090

Competency 6. Students will know how to recognize, prepare for and respond to environmental emergencies.

Instructional Objectives:

Know the possible environmental emergencies and understand your responsibilities for preventing, preparing for, and responding to each.	PED 192
Have the knowledge and ability to respond quickly, correctly, and calmly in the event of an emergency.	PED 192

Understand your role in teaching recipients how to prevent, be prepared for, and respond to emergencies.	PED 192

Competency 7. Students will know their responsibility for protecting recipient's rights.

Instructional Objectives:

Recognize what actions must be taken by staff in sample situations of abuse and/or neglect.	HSP 200
Understand that, regardless of their classification, no occurrences of abuse or neglect are acceptable.	HSP 200
Satisfactorily complete the DMH Abuse and Neglect exam with a passing score of 100 percent.	HSP 200
Recognize when an Incident Report must be completed, and identify the information which must be included.	HSP 200

VOCATIONAL SPECIALIZATION
(EMPLOYMENT TRAINING SPECIALIST CERTIFICATE)

VOCATIONAL SPECIALIZATION

Content of the Vocational Specialization

The program in Human Services will prepare students to work in vocational settings. The Program is a two year program of 60 semester hours of course work leading to an Associate in Applied Arts Degree in Human Services. While there are a number of program options available to students enrolled in this program, those selecting on the vocational specialization of study will pursue a specific program of study designed to meet current requirements within the State and Region for Employment Training Specialist.

Students have the option of earning a Certificate in Human Services after the first year and 36 hours of required credits. Those students wishing to earn the Employment Training Specialist Certificate, must complete the core courses and competencies contained in the Vocational Specialization (31 credits) and do their field work in a vocational setting/s. All of the classes listed in the Core Courses Section must be included in the program of study unless specifically waived by the Program Coordinator. An Associate in Applied Arts Degree is available for those who complete all of the courses required in the Human Services Associate Degree Program. See the Program Coordinator for more information about your program of study.

Students in this Specialization participate in lectures, group activities, supervised field work, and independent study. Graduates of the program who wish to pursue a professional degree will be well prepared to transfer their course work to a program of professional preparation at a four year college or university.

Vocational Specialization Requirements

There are 7 courses (31 credit hours) that make up the core educational experiences that address the competencies and training requirements for the Vocational Specialization. All of these courses, except HSP 210, are part of the one year Certificate in Human Services Program in Human Services.

Core Courses	Credit Hours
HSP 101: Community Living for Persons with Special Needs	4
HSP 102: Planning for Community Living	4
HSP 105: Skills Training and Support	4
HSP 200: Field Work in Human Services for Persons with Disabilities	8
PED 192: First Aid and Emergency Services	3
NPN 090: Home Health Care/Nurse Aid Practices	4
HSP 210: Advanced Field Work in Human Services I	4
Total Hours	31

Vocational Specialization
Course Matrix

Instruction in the competencies and instructional objectives listed in this section will be offered to students enrolled in the Vocational Specialization.

Competency 1. Students will demonstrate a working knowledge of supported employment.

Instructional Objectives:

	Objective	Course No.
1.	Students will understand the federal definition of supported employment and its basic components	HSP 101, 200
2.	Students will discuss the quality features of supported employment.	HSP 101, 200
3.	Students will understand and define strategies for supporting people in employment.	HSP 101, 200
4.	Students will understand and define natural strategies.	HSP 101, 200
5.	Students will understand and discuss the role of key players in supported employment including: •the role of the employer •the function of a job developer •the function of a job coach	HSP 101, 200

Competency 2. Students will demonstrate a working knowledge of job development.

Instructional Objectives:

1.	Students will identify strategies which enable active consumer participation during job development.	HSP 200, 210
2.	Students will identify strategies for working in partnership with the consumer, and his/her family and friends during job development activities.	HSP 200, 210
3.	Students will compare and discuss traditional and consumer-driven job development strategies.	HSP 200

4. The student will be able to identify possible objections an employer may have about hiring a person with a disability and list daily operational concerns faced by employers. HSP 101

5. The student will be able to list the services supported employment offers employers and the benefits employers gain from these services. HSP 200

6. The student will be able to list which supported employment services will help resolve specific employer concerns and address employer objections by completing an employer needs assessment. HSP 200

7. The student will be able to identify community employers s/he will contact by: HSP 200

   - completing a candidate review worksheet
   - listing community employers who have a range of jobs appropriate for supported employment
   - completing a placement activity worksheet
   - completing an employer contact form

8. The student will be able to successfully complete an employer contact by: HSP 200, 210

   - writing an initial contact script
   - developing a list of questions to identify employer needs
   - identifying the supported employment services or benefit to the employer
   - writing a description of the followup action to be taken

Competency 3. Students will demonstrate a working knowledge of employer agreements.

Instructional Objectives:

1. Students will identify strategies which enable active consumer participation. HSP 200, 210

2. The student will be able to identify the key elements included in an employer agreement for an enclave in industry, work crew and individual placement. HSP 200

3. The student will be able to write an employer agreement for an enclave in industry or HSP 210

   The student will be able to write an employer agreement for a mobile crew or

   The student will be able to write an employer agreement for an individual placement.

Competency 4: Students will demonstrate a working knowledge of worker identification, worksite analysis, and job/worker match.

Instructional Objectives:

1. Students will identify strategies which enable active consumer participation during the job/worker match process. HSP 200, 210

2. Students will identify strategies for working in partnership with the consumer, and his/her family and friends during job/worker match process. HSP 200, 210

3. The student will be able to complete an employment screening form, quality considerations checklist and worksheet. HSP 102, 200, 210

4. The student will be able to identify possible work settings, employment considerations, and accommodation needs of the worker. HSP 200

5. Given a job and employment site, the student will be able to describe possible accommodations and complete a worksite analysis form. HSP 210

6. The student will be able to complete a job/worker match process given assessments of four candidates and a specific job and work environment. HSP 210

7. The student will be able to complete a job/worker match process given assessments of four jobs and a specific candidate. HSP 210

Competency 5: Students will demonstrate a working knowledge of behavior skill training.

Instructional Objectives:

1. The student will be able to identify the advantages, disadvantages, and an appropriate task for using forward chaining, backward chaining, isolated subcomponent, and complete cycle task sequencing strategies. — HSP 105

2. The student will meet with a worker and be able to identify the steps of a task which are difficult for that worker, and identify possible strategies to improve/increase the work behavior. — HSP 105, 200, 210

3. The student will meet with a worker and be able to complete a reinforcement survey. — HSP 105, 200, 210

4. The student will complete task analysis, implement training, collect data and be able to develop a training plan which addresses: — HSP 105

    - task sequencing
    - individualized prompting hierarchy
    - training strategies
    - reinforcement strategies

5. The student will be able to document the outcome of the training experience including: — HSP 105, 200, 210

    - the effectiveness of the task sequencing strategy
    - the effectiveness and utility of the prompting hierarcy
    - the effectiveness of various training strategies
    - the effectiveness of reinforcement strategies and why strategies were chosen and implemented
    - strategies for working in partnership with the worker and co-workers

Competency 6. Students will demonstrate a working knowledge of follow along.

Instructional Objectives:

1. Students will identify strategies for working in partnership with the consumer, and his/her family, friends, co-workers, and other natural supports during follow-along services. HSP 200
2. Students will identify strategies which enable active consumer participation during the follow-along process. HSP 200
3. The student will be able to identify individuals, activities and methods that are essential in providing follow-along services. HSP 200
4. The student will be able to develop a caseload tracking system and identify who will be contacted, what information will be obtained, and the schedule for contacting these people. HSP 200, 210
5. The student will be able to design an intervention strategy for an identified work behavior which includes the following components: HSP 200, 210

   - a statement of the problem
   - a monthly goal
   - week one and week two objectives
   - intervention methods/strategy
   - reinforcement strategy
   - data collection strategy
   - analysis of the results

Competency 7. Students will identify the key elements of training and assessment methods

Instructional Objectives:

1. Students will identify strategies which enable active consumer participation during training and assessment. HSP 200, 210

2. Students will identify strategies for working in partnership with the consumer and his/her family, friends, co-workers and other natural supports during the training and assessment process.	HSP 200, 210
3. Students will understand how to ensure that the consumer receives a complete orientation to the job.	HSP 200, 210
4. Students will simulate an evaluation during job training.	HSP 200, 210
5. Students will assist in job training.	HSP 200, 210
6. Students will understand the importance of data collection and implement data collection techniques.	HSP 200, 210
7. Students will have an understanding of employee termination and identify successful strategies for reemployment.	HSP 200, 210

EARLY CHILDHOOD SPECIALIZATION
(EARLY CHILDHOOD SPECIAL NEEDS CERTIFICATE)

EARLY CHILDHOOD SPECIALIZATION

Content of the Early Childhood Specialization

The program in Human Services will prepare students to work in early childhood programs with young children with special needs. The Program is a two year program of 60 semester hours of course work leading to an Associate in Applied Arts Degree in Human Services. While there are a number of program options available to students enrolled in this program, those selecting the early childhood specialization will pursue a specific program of study designed to address the needs of young children with disabilities and their families.

Students have the option of earning a Certificate in Human Services after the first year and 36 hours of required credits. Those students wishing to earn the Early Childhood Special Needs Certificate, must complete the core courses and competencies contained in the Early Childhood Specialization and do their field work in an early childhood setting/s. All of the classes listed in the Core Courses Section must be included in the program of study unless specifically waived by the Program Coordinator. An Associate in Applied Arts Degree is available for those who complete all of the courses required in the Human Services Associate Degree Program. See the Program Coordinator for more information about your program of study.

Students in this Specialization participate in lectures, group activities, supervised field work, and independent study. Graduates of the program who wish to pursue a professional degree will be well prepared to transfer their course work to a program of professional preparation at a four year college or university.

Early Childhood Specialization Requirements

There are 7 courses (31 credit hours) that make up the core educational experiences that address the competencies and training requirements for the Early Childhood Specialization. All of these courses, except HSP 210, are part of the one year Certificate Program.

Core Courses	Credit Hours
HSP 101: Community Living for Persons with Special Needs	4
HSP 102: Planning for Community Living	4
HSP 105: Skills Training and Support	4
HSP 200: Field Work in Human Services for Persons with Disabilities	8
PED 192: First Aid and Emergency Services	3
NPN 090: Home Health Care/Nurse Aid Practices	4
HSP 210: Advanced Field Work in Human Services I	4
Total Hours	31

Early Childhood Specialization
Course Matrix

Instruction in the competencies and instructional objectives listed in this section will be offered to students enrolled in the Early Childhood Specialization. These competencies address the requirements for paraeducators working in both center based and home visitor programs serving infants and young children with special needs.

Competencies for Early Childhood Services

	Course No.
Competency 1	
Demonstrate an understanding of child development sequences and milestones and milestones typically achieved at certain ages from birth to age 5 years.	HSP 101
Competency 2	
Demonstrate an understanding of risk factors that prohibit or impede typical development.	HSP 101
Competency 3	
Demonstrate an ability to listen to parents and gather information the service delivery team can build on to more effectively meet the needs of the child and family.	HSP 101, 102, 200, 210
Competency 4	
Demonstrate an ability to communicate with parents or other primary care givers in their preferred language.	HSP 101, 102, 105, 200, 210
Competency 5	
Demonstrate an ability to assist parents to enhance interactions with their child by using effective techniques and materials to stimulate cognitive, physical, social, and language development.	HSP 105, 200, 210
Competency 6	
Demonstrate a) a knowledge of health care providers, social providers, social services, educational agencies, and other support systems available in the community to assist parents and their child; and b) ability to provide parents with the skills and information they require to obtain these services.	HSP 101, 102, 105, 200, 210

Competency 7	
Demonstrate and ability to use and adapt developmentally appropriate instructional procedures for curriculum activities in cognitive, motor, self-help, social/play and language development for infants and young children ages 0-5 with disabling conditions.	HSP 105, 200, 210
Competency 8	
Demonstrate an ability to prepare developmentally appropriate materials.	HSP 105, 200, 210
Competency 9	
Demonstrate an ability to help all children develop an appreciation of individual differences in one another.	HSP 101, 200, 210

GENERAL STUDIES IN DISABILITIES SPECIALIZATION
(CERTIFICATE IN HUMAN SERVICES FOR PERSONS WITH DISABILITIES)

GENERAL STUDIES IN DISABILITIES SPECIALIZATION

Content of the General Studies in Disabilities Specialization

The program in Human Services will prepare students to work with persons with disabilities in community settings. The Program is a two year program of 60 semester hours of course work leading to an Associate in Applied Arts Degree in Human Services and preparing a person to become a Human Services Paraprofessional. While there are a number of program options available to students enrolled in this program, those concentrating on the general studies specialization will have the option of earning a Certificate in Human Services after the first year and 36 hours of required credits or the Associate Degree in Applied Arts after completing 60 hours of required coursework. Those students wishing to earn their credits in the General Studies Specialization must complete the core courses and competencies contained in the Human Services Certificate and Associate Degree Programs. They may do their field work in a variety of types of community settings that serve persons with disabilities. See the Program Coordinator for more information about your program of study.

Students in this Program participate in lectures, group activities, supervised field work, and independent study. Graduates of the program who wish to pursue a professional degree will be well prepared to transfer their course work to a program of professional preparation at a four year college or university.

General Studies in Disabilities Specialization Requirements

There are 9 courses (36 credit hours) that make up the core educational experiences in the Certificate Program in Human Services. These courses may be taken in one year. The Associate Degree Program is made up of 60 hours of credit consisting of required courses and electives.

Core Courses		Credit Hours
HSP 101:	Community Living for Persons with Special Needs	4
HSP 102:	Planning for Community Living	4
HSP 105:	Skills Training and Support,	4
HSP 200:	Field Work in Human Services for Persons with Disabilities	8
PED 192:	First Aid and Emergency Services	3
NPN 090:	Home Health Care/Nurse Aid Practices	4
PSY 131:	Introduction to Psychology	3
ENG 118:	Occupational Communication	3
SWK 100:	Sign Language I	3
	Total Hours	36

General Studies in Disabilities Specialization
Course Matrix

Instruction in the competencies and instructional objectives listed in this section will be offered to students enrolled in the General Studies in Disabilities Specialization.

	Course No.
Competency 1	
Identify basic human needs and discuss their role when working with persons with developmental disabilities.	HSP 101
Competency 2	
Utilize observation skills in assessing a person's abilities and needs.	HSP 101
Competency 3	
Define developmental disability.	HSP 101
Competency 4	
Define and identify characteristics of mental retardation, cerebral palsy, epilepsy, and mental illness.	HSP 101
Competency 5	
Demonstrate a knowledge of the history of society's treatment and care of persons with developmental disabilities.	HSP 101
Competency 6	
Understand the impact of a handicapped child within the family unit.	HSP 101
Competency 7	
Understand child development and how it is altered because of a handicapping condition.	HSP 101

Competency 8	
Understand how values, attitudes, and beliefs can affect service delivery.	HSP 101
Competency 9	
Define and discuss residential and work options available to persons with developmental disabilities.	HSP 101
Competency 10	
Demonstrate an understanding of vocational and educational services for persons with developmental disabilities.	HSP 101
Competency 11	
Discuss assessment tools and techniques.	HSP 101
Competency 12	
Demonstrate an understanding of the principles of normalization and their practical applications.	HSP 101
Competency 13	
Understand staff's and recipient's rights and responsibilities.	HSP 101
Competency 14	
Understand the concept of advocacy and how to utilize advocacy techniques.	HSP 101
Competency 15	
Identify the issues involved in community resistance and acceptance of community integration of persons with disabilities.	HSP 101
Competency 16	
Understand the skills needed to support persons with disabilities in their homes, the community, schools, and at work.	HSP 101

Competency 17	
Understand special education rules and regulations and other relevant legislation pertaining to children and adults with handicaps.	HSP 102
Competency 18	
Understand the role of staff in protecting the rights of consumers.	HSP 102
Competency 19	
Apply the principles of normalization in order to increase quality of services, community integration, and independence.	HSP 102
Competency 20	
Understand the use of individual program plans.	HSP 102
Competency 21	
Demonstrate an understanding of the role of lifetime planning.	HSP 102
Competency 22	
Understand the concepts of case management and coordination of objectives.	HSP 102
Competency 23	
Students will demonstrate knowledge of the basic concepts of behavior management.	HSP 102, PSY 131
Competency 24	
Utilize observation skills to target needs and behaviors.	HSP 102
Competency 25	
Define goals and objectives.	HSP 102
Competency 26	
Describe community resources that can assist in the care and support of a person with developmental disabilities.	HSP 102

Competency 27	
Identify organizations and associations that provide services and information to persons with disabilities and their families.	HSP 102
Competency 28	
Understand the skills needed to support persons with disabilities in participating in integrated settings at home, in school, in their communities and at work. (Staff skills and accessing skills of other.)	HSP 102
Competency 29	
Understand some causes and sources of human behavior.	HSP 105, PSY 131
Competency 30	
Use observation to identify needs, interests and abilities.	HSP 105, PSY 131
Competency 31	
Identify ways to involve community resources in a coordinated service plan.	HSP 105
Competency 32	
Demonstrate an understanding of the role of communication, language development, and leadership skills within the service setting.	HSP 105, ENG 118
Competency 33	
Define "goals and objectives" and write goals and objective statements.	HSP 105
Competency 34	
Identify appropriate goals and objectives.	HSP 105
Competency 35	
Develop and implement an effective training program to meet selected goals and objectives.	HSP 105

Competency 36	
Define and demonstrate several instructional strategies and behavior management techniques, including verbal assists, gestures/modeling, physical assists, demonstrations, forward chaining, backward chaining, and fading.	HSP 105
Competency 37	
Conduct training sessions using task analysis procedures.	HSP 105
Competency 38	
Set-up sample schedules.	HSP 105
Competency 39	
Understand the concept of transition and strategies for facilitating smooth transitions.	HSP 105
Competency 40	
Document appropriately for charts, records, and progress reports.	HSP 105, SWK 100
Competency 41	
Evaluate a program plan and make appropriate modifications and revisions.	HSP 105
Competency 42	
Students will know the roles of and employment opportunities for paraprofessionals and professionals working in educational settings.	HSP 200
Competency 43	
Students will know the roles of and employment opportunities for paraprofessionals and professionals working in early childhood settings.	HSP 200

Competency 44

Students will know the roles of and employment opportunities for paraprofessionals and professionals working in residential settings.

HSP 200

Competency 45

Students will know the roles of and employment opportunities for paraprofessionals and professionals working in vocational settings.

HSP 200

Competency 46

Students will know the roles of and employment opportunities for paraprofessionals and professionals working in recreational/leisure settings.

HSP 200

Competency 47

Students will know the roles of and employment opportunities for paraprofessionals and professionals working in health care, mental health and advocacy settings.

HSP 200

Competency 48

Understand the importance of leisure activities for quality of life.

HSP 200

Competency 49

Understand the principle of normalization and its practical applications in the area of recreation.

HSP 200

Competency 50

Understand the principles and concepts relevant to integration within the community.

HSP 200

Competency 51

Have a basic knowledge of the abilities and limitations of persons with disabilities.

HSP 200

Competency 52	
Understand the interrelatedness of recreation and other aspects of life.	HSP 200
Competency 53	
Be able to conduct a basic assessment of leisure interests and skills.	HSP 200
Competency 54	
Know how to identify community resources for recreation and leisure activities.	HSP 200
Competency 55	
Be able to identify modifications of activities that may need to be made, consistent with interdisciplinary program plans.	HSP 200
Competency 56	
Be able to plan appropriate activities for various ages and disabilities, consistent with program plans.	HSP 200
Competency 57	
Understand basic rights to access programs, services, facilities, and to make choices regarding their use, consistent with program plans.	HSP 200
Competency 58	
Be able to provide leadership for some leisure activities and to work with generic providers to provide some services to persons with disabilities.	HSP 200
Competency 59	
Be able to advocate for activities and services and to assist persons with disabilities to advocate and access services.	HSP 200

Competency 60	
Be able to integrate leisure and recreational activities consistent with program plans into activities of daily living.	HSP 200
Competency 61	
Be familiar with some types of adaptive equipment, and know the purpose of its use.	HSP 200
Competency 62	
Know how to use a task analysis process.	HSP 200
Competency 63	
Students will understand the basic concepts of modern psychology which relate to intelligence, thinking, learning perception, motivation and personality.	PSY 131
Competency 64	
Students will know how to communicate with individuals who are non-verbal or have communication disorders using alternative communication systems such as sign language and adaptive materials.	HSP 105, 200, SWK 100
Competency 65	
Students will be able to identify the name, function and use of several augmentative communication systems and assistive devices used by persons with disabilities.	SWK 100,
Competency 66	
Students will obtain an understanding of the field of Nursing as it relates to serving persons with developmental disabilities.	NPN 090, HSP 2102
Competency 67	
Students will obtain an understanding of the field of Psychology and identify the roles played by the Psychologist in serving persons with disabilities.	PSY 131, HSP 102

Competency 68

Students will obtain an understanding of the field of Social Work and identify the roles by the Social Worker in serving persons with disabilities.	HSP 102

Competency 69

Students will obtain an understanding of the fields of Occupational and Physical Therapies as they relate to serving persons with developmental disabilities.	HSP 102

Competency 70

Students will obtain an understanding of the field of Education and the roles played by the Educator in serving persons with disabilities.	HSP 102

Competency 71

Students will recognize an emergency situation and respond appropriately.	PED 192

Competency 72

Students will demonstrate cardiopulmonary resuscitation (CPR).	PED 192

Competency 73

Students will implement basic principles and skills of first aid that are needed for the emergency care of the injured and ill until medical care can be obtained.	PED 192

Competency 74

Students will take proper action if someone is choking.	PED 192

Competency 75

Students will know what to do in cases of natural disaster (fire, tornado, etc.).	PED 192

Competency 76

Students will be able to identify a life threatening situation.	PED 192

Competency 77	
Students will have the knowledge and ability to respond quickly,correctly, and calmly in the event of a life threatening situation.	PED 192
Competency 78	
Students will demonstrate behaviors consistent with the basic principles of first aid.	PED 192
Competency 79	
Students will know what are common household and environmental accidents and how to prevent them.	PED 192
Competency 80	
Students will know how to respond to household and environmental accidents (emergencies).	PED 192
Competency 81	
Students will understand staff roles in teaching how to prevent, be prepared for, and respond in emergencies.	PED 192
Competency 82	
Students will know how to recognize and respond to a seizure.	PED 192
Competency 83	
Students will understand the role of Long Term Care.	NPN 090
Competency 84	
Students will understand resident rights.	NPN 090
Competency 85	
Students will understand the role of the Nurse Aide.	NPN 090
Competency 86	
Students will know how to interact with persons having special needs.	NPN 090

Competency 87

Students will be able to carry out personal care skills:

NPN 090

A. Bathing (bed/tub/shower)
B. Mouth care
C. Skin care
D. Foot care
E. Dressing and grooming
F. Eating/feeding hydration/tube feeding

Competency 88

Students will know basic nursing skills and legal and ethical considerations:

NPN 090

A. Care of the environment
B. Care of the bed
C. Collecting and sharing information: Pulse, respiration, blood pressure, weight, height
D. Collecting and sharing information: Intake and output
E. Catheterization
F. Observation, recording and reporting changes in conditions
G. Preventing, recognizing, and responding to seizure activity
H. Infection control
I. Medication administration

Competency 89

Students will understand and be able to carry out aspects of rehabilitative care:

NPN 090

A. Body mechanics and body alignment
B. Transfer techniques
C. Positioning/turning in bed
D. Positioning in a chair
E. Range of motion exercises
F. Use of assistive devices

Competency 90

Students will know emergency procedures:

NPN 090

A. Fire
B. Natural disasters
C. Power failure
D. Choking
E. BCLS (Basic Cardio Life Support and CPR)
F. Precautions

THE CURRICULUM

THE CURRICULUM

The Human Services Program is made up of Core courses described in this section. HSP courses have been specifically developed for this program. Additional courses included in the program are offered through other departments within the college.

Human Services Program Courses

Course: HSP 101 - Community Living for Persons with Special Needs
Semester: Fall
Credit Hours: 4
Prerequisites: none

This course is an introduction to the principles and concepts of community living for persons with special needs. Students will develop an understanding of the skills needed to give support in life areas such as home, community, health, and work. There will be a focus on terminology, classification, diagnostic practices, social, emotional, physical and family issues and history. Content will be delivered within the context of current philosophies and service systems.

Course: HSP 102 - Planning for Community Living
Semester: Spring
Credit Hours: 4
Prerequisites: HSP 101

This course builds on what was studied in HSP 101. It helps students to assist in the development of life plans with persons with disabilities including vocational, recreational and community contributions. It includes a comprehensive examination of the service system, community resources, beginning concepts of behavior management theory, inividualized program planning, and the role of interdisciplinary teams.

Course: HSP 105 - Skills Training and Support
Semester: Spring
Credit Hours: 4
Prerequisites: HSP 101
Corequisites: HSP 102 (may also be a prerequisite)

This course is practical in nature, emphasizing skills, methods, and techniques that promote independence and integration into the community when working with persons who are developmentally disabled. Students will learn how to teach and support persons with disabilities in educational, vocational, early childhood, residential and other community settings.

Field Work Courses

Course:	HSP 200 - Field Work in Human Services for Persons with Disabilities
Semester:	Summer
Credit Hours:	8
Prerequisites:	HSP 101, 102, 105
Contact Hours:	4 hours/week in class, 8 hours/week in field placement

An overview of career areas in developmental disabilities will be provided to students enrolled in this course. Areas of study will include: residential, vocational, educational, early childhood, recreational, health care, and mental health and advocacy services. Students will select one area of focus for the field placement. During the first five weeks of class, students will become acquainted with the array of employment options available to paraprofessionals in the field of developmental disabilities. Through classroom activities and site visits, students will become familiar with the job activities associated with each employment option. Students will select an area (employment option) of focus and complete field placement at an agency that provides services in the selected focus area. Content for the individual focus areas will consist of a review of concepts studied in other required courses, new content, and the application of concepts learned. Classroom content will focus on problem solving and special topics of interest to students.

Course:	HSP 210 - Advanced Field Work for Persons with Disabilities I
Semester:	Fall
Credit Hours:	4
Prerequisites:	101, 102, 105, 200
Contact Hours:	2 hours/week in class, 4 hours/week in field placement

This course is the first in a series of two courses of advanced field work for paraprofessionals working toward an Associate Degree in Applied Science. It is highly individualized in nature and will be tailored to meet individual students needs. Students will select a service area of concentration from: a) educational services; b) residential services; c) vocational services, d) early childhood services or e) social services. Prior to beginning field placement, each student will review with his or her field placement coordinator the competencies to be achieved in the student's area of concentration. Competencies within which the student is not proficient, will be identified. During their field work experiences, students will have assignments and activities targeted at achieving the specific competencies for their selected area.

Classroom activities in HSP 210 will be devoted to the examination of issues pertinent to all areas of paraprofessional employment, to assignments and to guest visits. Students will have the opportunity to hear and speak with professionals from various professions who have graduate level degrees and are working in the field of developmental disabilities.

Course: HSP 212 - Advanced Field Work for Persons with Disabilities II (elective)
Semester: Spring
Credit Hours: 4
Prerequisites: 101, 102, 105, 200
Contact Hours: 2 hours/week in class, 4 hours/week in field placement

This course is the second in a series of two courses designed to provide students with advanced field placement experience. It is highly individualized in nature and will be tailored to meet the needs of individual students. Students will have selected a service area of concentration from: a) educational services; b) residential services; c) vocational services; d) early childhood services or e) general services. Prior to beginning their field placement, students and the field instructor will review the competencies required for their concentration, identify deficits and create a work plan for each student. During their field work experiences, students will have assignments and activities targeted at achieving the specific competencies for their selected area.

HSP 212 classroom time is devoted primarily to the acquisition of knowledge related to management issues pertinent to all areas of paraprofessional employment and to the resolution of field placement concerns.

Other Required College Courses

Course: PED 192 - Advanced First Aid and Emergency Services
Semester: Spring
Credit Hours: 3
Prerequisites: None

This course covers potentially life threatening situations, how to recognize them when they occur, and what specific actions must be taken to deal with them once they have happened.

Course: NPN 090 - Home Health Care/Nurse Aid Practices
Semester: Fall
Credit Hours: 4
Prerequisites: None

This course covers basics of nursing theory and skills for patients in private homes and long term care facilities.

Course: PSY 131 - Introduction to Psychology
Semester: Fall
Credit Hours: 3
Prerequisites: None

This course in general psychology provides an introduction to the scientific investigation of human behavior. The function of the course is to acquaint the student with some of the basic concepts of modern psychology which relate to intelligence, thinking, learning, perception, motivation and personality.

Course: PSY 232 - Developmental Psychology
Semester: Spring
Credit Hours: 3
Prerequisites: PSY 131

This course provides an intensive study of the biological, social and psychological development of the human individual. The behavior of the organism is studied as it is observed in embryo, in infancy, in childhood and in adolescence. Special attention is paid to the development of the self, and to the dynamics which cause the individual to learn to be, and become, truly human.

Course: SWK 100 - Sign Language I
Semester: Spring
Credit Hours: 3
Prerequisites: None

This course teaches basic communication systems and is intended for students preparing to work with individuals who are non-verbal or have communication disorders.

Course: CIT 103 - Computer Literacy
Semester: Fall
Credit Hours: 2
Prerequisites: None

This introductory course is required for all students in career programs. The course provides "hands on" experience in the use of microcomputers. Classroom assignments provide the data base. Emphasis is placed on basic terminology and use of word processing software packages. All class participants are exposed to a minimum of three software packages; one software package should be related to the student's career or general area of interest. Students who possess knowledge and skill in the use of microcomputers may demonstrate competency by obtaining 70% on proficiency tests or by completing CIT 105.

Course: PSI 121 - Introduction to American Government
Semester: Spring
Credit Hours: 3
Prerequisites: None

The basic objectives of this course are to describe, analyze, and explain the political process in America as it relates to the national government. We will present basic information about American government, including the legislative, executive and judicial processes. The operation of parties and elections; the role of law and the courts; and the interrelationships between the national government and state and local governments.

Course: ENG 101 - Reading and Composition
Semester: Spring
Credit Hours: 3
Prerequisites: ENG 100/ Placement

In this course the students will practice expressing themselves in writing. They will read and discuss essays and stories by both black and white writers and then write papers expressing their own ideas. The course also concentrates on improving the student's understanding and enjoyment of reading. The students will be coached in the mechanics of writing and will be encouraged to develop new writing skills.

Course: ENG 118 - Occupational Communications
Semester: Fall
Credit Hours: 3
Prerequisites: ENG 099/Placement

This is a practical communication course designed for students who seek one-year certificates in the occupational studies programs. The course deals with the basic principles, conventions, and forms of oral and written communication but with the emphasis on communication demands characteristic of numerous occupations. Specifically, it focuses on the preparation of business correspondence (letters, memoranda, and resume) and of standardized forms and on the development of effective verbal skills--telephone use, interviewing techniques, and interpersonal interactions with customers and co-workers.

Course: SOC 241 - Introduction to Sociology
Semester: Fall
Credit Hours: 3
Prerequisites: None

The purpose of this course is to introduce the student to a scientific study of his environment in terms of the concepts, principles and theories related to society. It includes a consideration of fundamental human nature; our social heritage; the relationships of the person to the group; the various forms of social interaction; social forces and social unity; social control through education, religion, and social pressures; and the theories of social change.

Suggested Electives

Course: ENG 102 - Reading and Composition
Semester: Spring
Credit Hours: 3
Prerequisites: ENG 101/Placement

This course is a continuation of English 101. The students will continue their practice in reading and writing and will learn more advanced writing skills. Argument, persuasion and satire will be studied. A critical review or paper will be written. The student will prepare a research paper.

Course: PED 194 - Dynamic Physical Activity
Semester: Spring
Credit Hours: 2
Prerequisites: None

This course is a basic course to develop an understanding of the role and importance of physical activity in daily living. The student will develop a fitness program based upon an analysis of his or her fitness status.

FIELD WORK

FIELD WORK

Student Field Work Responsibilities

Field work courses in the Human Services Program of Highland Park Community College are constructed to allow the student to gain experience, skills, and attitudes appropriate for working in Human Services agencies. In most placements, students assume most or all of the roles of line staff members. Students are assigned tasks and hours compatible with employee roles. You may not give clients their medications. You should never assume total responsibility for the site except for small periods of time.

It is expected that each student will have developed a field work plan that addresses the competencies of his/her chosen area of study, and has been approved by the field work course instructor.

1. Be diplomatic!
2. Prepare a daily schedule to help you structure your time. Keep accurate, complete records of your time. Document personal and phone contacts.
3. Obtain clarification of expectations from instructor and clinical staff. Clarify your access to client records and if you are to contribute to those records.
4. Take time to feel good about accomplishments and share your experiences with others in your class.
5. Identify to others when you need help with problem solving, and when you just want someone to listen to you "blow off steam."
6. Obtain feedback/reinforcement from field work staff by asking them for it and also be aware that you must learn to reinforce yourself.
7. Be sure you are prepared when asking questions or commenting to staff. For example, don't ask a staff person for information that is readily accessible in the client's chart.
8. Show and expect mutual respect through your behavior. Remember that we are guests in the agency. We are not there to change the agency; we are there to learn.
9. Demonstrate your capabilities by volunteering a special presentation or project for staff and/or clients.
10. Assist in the orientation of new students to agency procedures and facilities.
11. On occasion, assist with small routine tasks to establish a good relationship that can lead to a better field work experience.
12. Complete the safety orientation checklist and submit to instructor.

13. When possible, plan an activity to demonstrate competency when the field work instructor visits. Always inform the field placement staff of expected visits by the instructor.

14. When appropriate, share with field placement staff knowledge and skills from classroom work that correlates with field placement situations.

15. Make a special effort to attend meetings of field work site staff.

16. Remember that no matter how skilled you are, if you are not dependable, people cannot count on you.

17. Emphasize the quality of time rather than the quantity of time spent. Always inform field placement staff of the total number of hours you will be spending in the agency and when you will be absent. Also, let them know in advance when your last day will be at the site.

18. You are NEVER to give a client your address or phone number. Client contact is to occur only during regularly scheduled field work time unless special permission is given by your instructor AND the field placement staff. You may not return to previous field work sites to visit without instructor and site permission.

19. Some sites have you sign up as volunteers so that you may use your personal vehicle to transport clients. You must carry liability insurance to do this. Never use your car without staff and instructor approval.

20. If incidents occur in which you are injured, it is your responsibility to check with the program supervisor to fill out a College Incident Form and the Agency Incident Form.

Instructor Field Work Responsibilities

1. Instructors have the final approval on permission for field placement and on all field work assignments.

2. Only the instructor may contact and negotiate with agencies for new field placement sites.

3. The instructor has the responsibility to orient the field placement site to the college, the Program, and the student's roles. Each student will receive a skill and evaluation list for the site.

4. The grade for the field work course is the instructor's decision. Input from the site staff and student are requested by the instructor in making this decision.

5. The personnel of any field work site maintains the prerogative to request that a student(s) be withdrawn from that site. The Human Services staff shall evaluate the student's standing in the Program and the circumstances involved. A decision will be made to (l) transfer the student(s) to a different site, OR (2) give a grade of unsatisfactory (U) for the semester.

6. It is the instructor's responsibility to notify the student and Student Services of any change in status of a student.

7. Students may be placed on probation and/or terminated for failure to uphold the following: the Pre-Entrance Statement, the Code of Ethics, and the Human Services Minimum Competency Skill List. These are all in the Student Handbook.

8. The instructor is required to meet the Course Guidelines for number of hours spent in lecture/discussion, meetings with students and number of site visits per semester. A summary of each individual student contact and site visit is kept by that instructor.

Agency Responsibilities

It is the responsibility of the field placement agency to provide a general orientation and safety orientation to new students. Forms to be used are included on the following pages. It is the responsibility of the student to inform the instructor if these orientations have not been provided within the first two weeks of the placement.

Job Site Placements

Students working in jobs that are related to their program of study may use their job site for their field work placements. An on-site supervisor must be designated who will be responsible for supervising the field placement activities and evaluate the student's work. Students will be expected to complete field work assignments as determined by the instructor.

Guidelines for Credit for Field Work by Examination

Field work requirements may be waived by evaluation of previous or ongoing work or volunteer experiences in Human Services agencies or institutions.

1. The site must be recognized as an appropriate field work site, as determined by the Human Services Program staff.

2. The skills involved for consideration must include:

    a. Direct services to clients
    b. Interactions with staff
    c. Demonstration of professional and personal responsibilities

3. The evaluation will be made on the basis of the skill list usually used at the site or a modified list used at a comparable site. Those participating in the evaluation will be the student, the immediate supervisor at the site, and the field work instructor. The supervisor may present their evaluation in person or in writing. This supervisor shall have made personal observation of the skills.

4. A determination will be made by the Human Services Program staff. Should determination deny the credit, reconsideration will be made when the necessary additional evidence is provided by the student.

5. Should a student who received credit via this process experience deficiencies in skills at the next more advanced placement, the following statements will apply. Recognizing that evaluation procedures do, in practice, have occasional inadequacies, the student agrees to assume responsibility for correcting the skill deficiency in the then current quarter; the supervising instructor agrees to assist the student by: a) incorporating the deficient skills into the current skill list, and b) providing instruction relevant to the student's learning. It is further agreed that the student will not be enrolled in subsequent field work until the deficiency has been resolved.

6. Certain specialties may have requirements that do not allow for Credit by Examination. Your advisor can assist you in developing your educational plan.

HIGHLAND PARK COMMUNITY COLLEGE
HUMAN SERVICES PROGRAM
STUDENT ORIENTATION TO FIELD PLACEMENT SITES

We would appreciate your cooperation in orienting the student to your organization and to the safety factors of your agency, both for the students' benefit and so that they can be more effective with the clients you serve. Please use the forms provided to indicate the areas where orientation has occurred. Furnish students with copies of materials used by your organization to cover the areas listed below:

Student ______________________ Course ____________

Agency ______________________________

	Oriented (Check all that apply)		
Tasks/Procedures	Verbally	Materials	NA
1. Policies and procedures.	____	____	____
2. Rights of persons served.	____	____	____
3. Rights of staff.	____	____	____
4. Individual service plans.	____	____	____
5. Documentation (progress notes, etc.)	____	____	____
6. Tour of the facility.	____	____	____
7. Introduction to staff and roles.	____	____	____
8. Attendance/sign-in procedures.	____	____	____
9. Staff rules.	____	____	____
10. Rules pertaining to persons served.	____	____	____
11. Schedules and student assignments.	____	____	____
12. Mission, goals, and services.	____	____	____
13. Other, specify:	____	____	____

I have received and reviewed:

1. A student competencies (skills) list ____
2. A student evaluation form ____
3. A student field placement plan ____

Supervisor ______________________ Title ____________

Date ______________

HIGHLAND PARK COMMUNITY COLLEGE
HUMAN SERVICES PROGRAM
STUDENT SAFETY ORIENTATION

We would appreciate your cooperation in orienting the student to the safety factors of your agency, both for the students' benefit and so that they can be more effective with the clients you serve.

Tasks/Procedures	Oriented	Not Applicable
1. Fire procedures.	______	______
2. Location of fire extinguishers and alarms.	______	______
3. Tornado and natural disaster procedures.	______	______
4. First aid supplies location.	______	______
5. Machines and tools guidelines.	______	______
6. Reporting of incidents/injuries procedures.	______	______
7. Physical intervention guidelines.	______	______
8. Transportation of clients guidelines.	______	______
9. Contraband items.	______	______
10. Smoking/non-smoking rules.	______	______
11. Locked and restricted areas.	______	______
12. Special instructions for phone use and restrictions; emergency numbers.	______	______
13. Body substance isolation/location of gloves and other protective equipment.	______	______
14. Other: ____________________	______	______
____________________	______	______
____________________	______	______

Student ____________________ Staff ________ Date ________

Agency ______________________________

EVALUATION

EVALUATION

Evaluation is conducted on a number of levels. Standard procedures for Highland Park Community College have been implemented to ensure comprehensive evaluation of courses and instructors. Forms utilized by the College and this program are in the Appendix. Students completing the program will become a part of the Michigan Student Information System and follow-up information about their satisfaction with their preparation for employment and their employment status will be obtained. The form used for follow-up is also included in the Appendix. Since this is a new program and part of a funded project, additional evaluation activities have been, and will continue to be a part of the developmental process.

An Advisory Committee consisting of consumers of services and employers has been developed to provide ongoing consultation about the program and the content of the courses. Instructors are being asked to provide comprehensive evaluation of the course content, materials, and format. Students are being asked to provide both formal and informal feedback about the course and program in addition to completing the standardized evaluation forms. Wayne State University, Developmental Disabilities Institute Staff are tracking student enrollment and drop-out rates. Student recruitment procedures are being monitored to determine the most effective methods of attracting qualified students to this program.

STUDENT SERVICES

STUDENT SERVICES

Address Change - Personal Mail

The College has no facilities for delivering personal mail; have such mail addressed to your home. Change of address should be reported to the Registrar's Office of the College and to the Department secretary.

Bulletin Boards - Official Notices

Administrative, Student Affairs, Student Activities, Student Organizations, and Counseling notices are posted on bulletin boards located in the hallway outside of the counseling area. These boards are the only means the College has of directly contacting students. All students are required to read these boards daily and are responsible for knowing all posted information.

Bulletin Boards - Human Services Notices

Notices from the Human Services Program will be placed on the bulletin board in the hallway of the Nursing Department or near room 122. All students are responsible for reading the bulletin board frequently, at least once per week.

Counseling and Guidance

1. Among the many advantages for students attending Highland Park Community College is the availability of a professionally trained counseling staff. Each student is urged to make an appointment with his counselor at least once per term to ensure that the student is taking the required courses for graduation.

2. During the first semester of the second year, each student is responsible for making an appointment with the counselor to ensure that all the necessary records, including all transcripts, are on file in the official student file.

Financial Aid

1. Highland Park Community College participates in several of the federally sponsored student Financial Aid Programs. Students who apply for admission to the College should begin almost immediately to plan how they will meet the costs of higher education. Today, the student, their parents, the College, and other state and federal governmental agencies form a partnership to finance the education of students who are academically qualified and who need financial assistance. Application for the National Direct Student Loan, Supplemental Educational Opportunity Grant and College Work-Study should be made at least four months prior to the semester assistance is needed.

2. Student aid at Highland Park Community College also includes other scholarships, grants, loans, and campus employment. Family resources, the applicant's own earnings, and assistance from outside resources are included in determining financial need. The candidate...applicant must be accepted for admission before the financial aid is granted. Financial aid brochures are available from the Financial Aid Office.

Fire Drills

Fire drills are required by law. Instructions should be followed quickly and intelligently. The fire drill alert is a continuous sounding of Klaxons.

1. Check instruction card (posted near the door in each room) for the route to the assigned exit or dispersal area for the Fire Drill.

2. Go with the instructor and group to the assigned area.

3. Remain in the area and observe all safety precautions until the continuous ringing of the school bells indicates the all-clear.

4. Faculty members will be stationed in the halls to direct students who are not in class.

5. Every room and corridor must be cleared immediately.

6. There is no smoking permitted during a drill.

7. Students who are present in College areas other than the main building will not participate in Fire Drills unless directed so by the College representative in charge of the building.

I.D. Cards

1. An identification card is given to each student at the beginning of his first semester. Part of the registration procedure is to have a picture taken for this purpose. The I.D. card is the only acceptable means of proving that you are a currently enrolled Highland Park Community College student; it is your admission ticket to College activities; it also admits you to the library, student lounge and cafeteria, and it must be carried at all times and validated each semester.

2. A replacement fee of $2.25 is charged for a lost card. Replacements are ordered through the Student Affairs Office.

Library

1. The library houses 35,000 books, 500 tapes and records. It also has a collection of 150 magazines and many pamphlets. Books are circulated for a period of two weeks, with the exception of reserve books that may be borrowed for short periods of time. Record players, tape recorders, and typewriters are available for use in the library. Location second floor.

2. Students shall return reserve books on the due date. Failure to do so will result in the withholding of final grades.

3. Any destruction of books, journals, etc. will result in the withholding of final grades until replacement is made.

Students are encouraged to use the public libraries. Nursing students are permitted to use the affiliating agency library; however, books may not be taken from the library.

Lost and Found

A "Lost and Found" is maintained by the College bookstore.

Messages

In case of an emergency, every effort will be made to deliver a message to a student personally. Any other messages will be posted on the official bulletin board outside the Counseling Office and also the bulletin board in the ______ Department. It is the student's responsibility to read these boards daily.

Orientation

1. The new student is introduced to the College and its facilities through orientation meetings early in the semester. During the first weeks of classes, academic orientation and instruction in study techniques are given by the counselors in group sessions.

2. Information concerning financial aid and the work-study opportunities are reviewed and discussed at this time.

3. Students are given the opportunity to learn more about themselves, the College and its offerings, and the requirements of various career opportunities through these orientation sessions.

Placement Service

The College maintains a placement service which provides employment listings for students and graduates who are seeking part-time or full-time employment on campus or in the business or industrial community.

Professional Organizations

The faculty strongly recommends all students to join professional organizations related to their area of concentration.

Publicity

Request for use of bulletin boards or any posting of notices by College sponsored organizations must be made to the Activities Office at least five days before the event is to be publicized; approved notices will be stamped. Notices which appear without this approval will be removed. Definite posting regulations are also in effect. Notices which have approval but are not posted properly shall be removed.

Student Activities

The extracurricular program of the College is designed to provide students with educational, cultural, social, and recreational opportunities to enrich their academic program. Students are encouraged to participate in the areas of their interest as long as such participation does not interfere with their academic progress. College eligibility rules apply to students holding major responsibilities in extracurricular activities.

Student Government

The Student Government is composed of students elected by the student body as their representatives to share with the Faculty Student Affairs Committee the responsibility for overall supervision and direction of student activities and organizations.

As elected representatives of the student body, Student Government members work closely with the Faculty Student Affairs Committee and appointed faculty sponsors on a program of social and extracurricular activities which will be to the interest and education of all Highland Park Community College students. As the voice of the student body, Student Government members act as liaison between the student body, the faculty, and the administration to maintain clear communication for the College community.

Students who have had experience in student governing groups and who would like to continue the activity should present their credentials to the Activities Advisor.

Transcripts

To send a transcript, the student makes application in the Registrar's Office. Applications to other colleges are obtained from the Counseling Office or by writing directly to the college or university. There is a $2.00 charge for each transcript sent from the Registrar's Office. A transcript will not be sent if the student is indebted financially to the College.

POLICIES OF THE JUDICIAL BOARD

POLICIES OF THE JUDICIAL BOARD

Highland Park Community College holds firm to the philosophy that matriculation in college does not deny any rights of citizenship to a student. At the same time, matriculation in college does not relieve a student of the basic responsibilities of citizenship. Thus, the College is constantly aware of the joint responsibilities, shared by the student body and the College, to uphold the principles of "due process" in all disciplinary action taken by the College or on the behalf of individual students.

The following principles are enunciated for the guidance and direction of all bodies hearing students accused of violating rules and regulations of the College:

1. The student shall be notified, in writing by an appropriate College official, that he is accused of violating a regulation.

    a. The student may admit the alleged violation and request, in writing, that the administrative officer take whatever action seems appropriate. Should the student elect this course of action, he shall be notified that he is entitled to appeal the administration's decision to the Judicial Board.
    b. The student may admit the alleged violation, and request a hearing before the Judicial Board.
    c. The student may deny the alleged violation, in which case the administrative officer shall refer him to the Judicial Board.

2. Prior to the hearing, the student shall be entitled to the following:

    a. Written notification of the time and place of the hearing.
    b. A written statement of the charges of sufficient particularity so that the student may prepare his defense.
    c. Written notification of the names of the witnesses who are directly responsible for having reported the alleged violation to the Judicial Board, or, if there are no such witnesses, written notification of how the alleged violation came to the Board's attention.

3. The student shall be entitled to appear in person and present his defense to the Judicial Board, or to an impartial group chosen by the Board at the discretion of the student, and may call witnesses in his behalf. The student may also elect not to appear before the hearing, and shall be held in his absence.

4. The student shall be entitled to be accompanied by counsel.

5. The student or his counsel shall be entitled to ask questions of the Judicial Board or of any witness.

6. The student shall not be required to testify against himself.

7. The student shall be entitled to an expeditious hearing of his case.

8. The student shall be entitled to an explanation of the reasons for any decisions rendered against him.

The above shall serve as general guidelines with respect to the hearing of students accused of violating College regulations.

Decisions rendered by the Judicial Board will be made by a three quarters vote of the members present. The Judicial Board shall be empowered to make recommendations to appropriate parties for appropriate action based on decisions rendered by its collective membership. The membership of the Judicial Board will consist only of the following members whose tenure shall be one year. Written notice of all meetings to all principles will be sent out at least five days before the meeting.

1. Five students elected at large from the student body, with one alternate elected in the same way to serve in the absence of any student member. The Student Council shall set up the elections.

2. The faculty members elected by the faculty-at-large with one alternate elected in the same way.

3. A member of the Curriculum Council to be elected by the Council.

4. One member of the Student Services Division to be elected by that division.

5. The Assistant Dean will act as non-voting moderator. Six members will constitute a quorum.

Any member of the Judicial Board directly involved with a case should excuse himself from that hearing. When the case involves an academic imposition, based on alleged violation of the academic rules and regulations (for example, plagiarism and cheating) or alleged mistreatment of students by faculty, the line of appeal shall be:

1. The faculty member involved.

2. The chairman of the instructional department involved.

3. The Judicial Board of the College.

APPENDICES

GUIDELINES FOR INFECTIOUS DISEASE CONTROL

In the clinical education setting, we have a commitment to protect the health of the clients, staff and ourselves. Since medical history and examination cannot reliably identify all persons infected with HIV or other blood-borne pathogens, blood and body fluid precautions should be consistently used for all clients. These precautions include:

1. Latex gloves (not food handlers gloves) must be worn whenever touching blood, urine, feces, mucous, or saliva during contact with the client or when handling any object or surface soiled with these substances.

2. Gloves should be removed by peeling them off in a manner so as not to have contact with the contaminated surface and should be discarded according to agency guidelines. Thorough hand washing should follow immediately.

3. If you have any skin lesions or weeping dermatitis, you should refrain from direct client contact or food handling.

4. If a clinical site does not provide latex gloves, notify your clinical instructor before having any client contact.

5. Emergency mouth-to-mouth resuscitation should be done with mouthpieces, resuscitation bags, or other ventilation devices.

CARE OF HIV INFECTED PATIENTS

The following measures for preventing HIV transmission in health care settings are recommended by the Centers for Disease Control: (MMWR 1987 Aug 21; 36: 1-185)

- Use of blood and body fluid precautions for all patients, since medical history and examination cannot reliably identify all patients infected with HIV and other fluid- or blood-borne pathogens.
- Use of special precautions during pre-hospital and emergency care since the risk of blood exposure to health care workers is increased and the infection status of the patient is usually unknown.
- Use of appropriate barrier precautions to prevent exposure to skin and mucous membrane when contact with blood or other body fluids is anticipated.
- Gloves should be worn when in contact with blood, body fluids, mucous membranes, and for handling items or surfaces soiled with blood or body fluids, or for performing venipuncture and other vascular access procedures.
- Masks and protective eyewear or face shields should be worn during procedures that are likely to generate air-borne droplets of blood or other body fluids to protect mucous membranes of the mouth, nose, and eyes.
- Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids.
- Use caution to prevent injuries caused by needles, scalpels and other sharp instruments. To prevent needle-sticks, needles should not be recapped, purposely bent or broken by hand. After use, sharps should be placed in puncture resistant containers for appropriate disposal.
- Although saliva has not been implicated in HIV transmission, minimize the need for emergency mouth-to-mouth resuscitation by making resuscitation bags, mouth pieces and ventilation devices available in areas in which the need for resuscitation is predictable.
- Health care workers with open lesions or weeping dermatitis should refrain from all direct patient care and from handling equipment until condition resolves.
- Change gloves after caring for each patient, as glove integrity cannot be assured with washing and repeated use.
- Wash hands prior to and immediately after patient contact.

UNIVERSAL BLOOD AND BODY FLUID PRECAUTIONS

The Centers for Disease Control recommend universal blood and body fluid precautions (also referred to as universal precautions) in the care of all clients, especially those in emergency care settings, in which the risk of blood exposure is increased and the infection status of the client is unknown. In other words, the nurse should treat all body substances or fluids of all clients as if they are potentially infectious.

The CDC (1988, p.2) recommends that these precautions apply to blood and to body fluids containing visible blood, as well as to semen and vaginal secretions; to tissues, and to the following fluids: cerebrospinal fluid, synovial fluid, pleural fluid, peritoneal fluid, pericardial fluid, and amniotic fluid. Universal precautions do not apply to nasal secretions, sputum, saliva, sweat, teats, urine, feces, and vomitus unless they contain visible blood. Blood is the single most important source of HIV, HBV, and other blood-borne pathogens in the health care setting.

Protective barriers--gloves, gowns, masks, and protective eyewear--reduce the risk of exposure to potentially infective materials. The following specific precautions are recommended, some may not apply to Human Services Program field work students:

WASH your hands thoroughly and immediately after accidental contact with body substances containing blood, between clients, and immediately after gloves are removed.

WEAR gloves when touching blood and body fluids containing blood, as well as when handling items or surfaces soiled with blood or body fluids as mentioned above.

CHANGE gloves between client contacts.

USE sterile gloves for procedures involving contact with normally sterile areas of the body.

USE examination gloves for procedures involving contact with mucous membranes, unless otherwise indicated, and for other client care or diagnostic procedures that do not require the use of sterile gloves.

DO NOT WASH or disinfect surgical or examination gloves for reuse. Washing with surfactants may cause wicking, i.e., the enhanced penetration of liquids through undetected holes in the gloves. Disinfecting agents may cause deterioration.

USE general-purpose utility gloves (e.g., rubber household gloves) for housekeeping chores involving potential blood contact and for instrument cleaning and decontamination procedures. Utility gloves may be decontaminated and reused, but should be discarded if they are peeling, cracked, or discolored, or if they have punctures, tears, or other evidence of deterioration.

WEAR GLOVES when performing phlebotomy (venipuncture):

- If the nurse has cuts, scratches, or other breaks in the skin.
- In situations where hand contamination with blood may occur, e.g., with an uncooperative client.
- When the nurse is learning phlebotomy techniques.

WEAR gloves when performing finger and/or heel sticks on infants and children.

WEAR MASKS and protective eyewear (glasses, goggles) or face shields to protect the mucous membranes of your mouth, nose, and eyes during procedures that are likely to generate droplets of blood or other body fluids to which universal precautions apply.

WEAR a disposable plastic apron or gown during procedures that are likely to generate splatters of blood or other body fluids (e.g., peritoneal fluid) and soil your clothing.

TO PREVENT injuries, place used disposable needle-syringe units, scalpel blades, and other sharp items in puncture-resistant containers for disposal. Discard used needle-syringe units uncapped and unbroken. Puncture-resistant containers should be located as close as practicable to use areas.

PLACE mouthpieces, resuscitation bags, or other ventilation devices in areas where the need for emergency mouth-to-mouth resuscitation is predictable--even though saliva has not been implicated in HIV transmission.

IF A NURSE has exudative lesions or weeping dermatitis, it is necessary to refrain from all direct client care and from handling client-care equipment until the condition is resolved.

HANDLE soiled linen as little as possible and with minimum agitation to prevent gross microbial contamination of the air and of persons handling the linen. Place and transport linen soiled with blood or body fluids in leakage-resistant bags.

PUT all specimens of blood and listed body fluids in well-constructed containers with secure lids to prevent leakage during transport. When collecting specimens, take care to avoid contaminating the outside of the container.

USE a chemical germicide that is approved for use as a hospital disinfectant to decontaminate work surfaces after there is a spill of blood or other body fluids. In the absence of a commercial germicide, a solution of sodium hypochlorite (household bleach) in a 1:10 dilution is effective. Before decontaminating areas, first remove visible material. Wear gloves during cleaning and decontaminating procedures.

FOLLOW agency policies for disposal of infective waste both when disposing of, and when decontaminating, contaminated materials.

CAREFULLY pour bulk blood, suctioned fluids, and excretions containing blood and secretions, down drains that are connected to a sanitary sewer.

The Nursing Department will continue to provide information designed to acquaint the students and faculty with current information about AIDS and how to avoid or minimize the risk of transmission of the virus.

In addition, any student who is concerned or has questions about AIDS or HIV may contact the following agencies for more information, free anonymous testing and counseling services:

THE DETROIT HEALTH DEPARTMENT'S AIDS PROJECT AT 876-0980
OR
THE COMMUNITY HEALTH AWARENESS GROUP (C-HAG) AT 872-2424

Also:

Public Health Service AIDS Hotline
1-800-342-AIDS, 24 hours

Wellness Networks (Detroit)
1-800-872-AIDS. Local Detroit - dial direct
1-313-547-9040. Hours: 9 a.m. - 9 p.m., Monday - Friday; noon - 3 p.m., Saturday and Sunday. Specific questions answered. Wellness also provides counseling and referral services. TDD for hearing impaired 1-313-547-3655

Michigan Department of Civil Rights
1-517-334-6079, 8 a.m. - 4:30 p.m.

Michigan Department of Public Health
1-517-335-8371, 8 a.m. - 4:30 p.m.

Michigan Occupational Safety and Health Administration
1-517-335-8250, 8 a.m. - 5 p.m.

U. S. Public Health Service, Department of Health and Human Services Centers for Disease Control, Atlanta, Georgia 30333
1-404-639-3311

INFECTION CONTROL POLICY ON AIDS FORM

I have read and understood the Infection Control Policy on AIDS related to transmission prevention and agree to follow the guidelines for Universal Precautions. I understand that failure to follow the guidelines increases the risk that I may be exposed to Blood Borne diseases. I understand that my failure to comply with the Policy of Universal Precautions is grounds for disciplinary action. I also understand that it is illegal to discriminate against individuals on the basis of AIDS and such discrimination is grounds for disciplinary action. All questions regarding my duties in relation to the Universal Precaution Policy on AIDS have been answered to my satisfaction. I understand that I may ask additional questions at any time.

SIGNED: ______________________________

DATE: ________________________

FORMS

•

Student Acknowledgement Form I

Student Acknowledgement Form II

Pre-Entrance Statement

Plan of Study - Advising Sheet

Student Orientation to Field Placement Sites

Student Safety Orientation

Infection Control Policy on AIDS

STUDENT ACKNOWLEDGEMENT FORM I

I have read the student handbook and understand the following policies:

1. Attendance (page 13)
2. Admission (page 13)
3. Progression - grade (page 15)
4. Appropriate dress (page 19)
5. Professional conduct (page 21)
6. Cheating (page 22)

____
Signature/Date

STUDENT ACKNOWLEDGEMENT FORM II

I have read, signed and returned the following forms to the Program Coordinator:

1. Pre-Entrance Statement (page 18)
2. Student Advising Sheet (page 39)
3. Infection Control Policy on AIDS form (page 105).

____

Signature/Date

HIGHLAND PARK COMMUNITY COLLEGE
Human Services Program

PRE-ENTRANCE STATEMENT

I have read and understand the regulations of Highland Park Community College Human Services Program. While a student of the College I do agree to uphold and abide by these regulations.

I understand I will function under the direction of the College while in clinical/practicum.

I understand that I am responsible for cost of any injury sustained while attending school or assigned to the clinical/practicum site.

I further understand that I am responsible for checking with the owners of any cars in which I ride to and from the College, clinical/practicum sites, or on any other field trips regarding liability insurance, and that the College takes no responsibility in this matter.

I understand that students may be dismissed from Highland Park Community College Human Services Program for these reasons:

1. Failure in class/field work performance as specified in program guidelines.
2. Unsatisfactory performance in field work/practicum (not meeting the expected behavioral objectives).
3. Falsification of records, reports, or examinations.
4.* Excessive absences.
5.* Personal habits or actions that interfere with performance or success as a Human Services team member.
6.* Inappropriate and/or unethical conduct in field work/practicum or classroom areas.

*Determined by the professional judgment of the program faculty.

Signature Date

Complete Address Telephone

HIGHLAND PARK COMMUNITY COLLEGE - HUMAN SERVICES PROGRAM
Plan of Study Advising Sheet

Name: ______________________________
Address: ______________________________
____

Work Phone: ______________________________
Home Phone: ______________________________

Program Track: ____ Associate Degree ____ Certificate

Specialization: ____ Educational ____ Residential
____ Vocational ____ Early Childhood
____ General Studies in Disabilities

Required Courses

Class	Semester	Cr.	Grade	Notes
HSP 101 Community Living				
HSP 102 Planning for Comm. Living				
HSP 105 Skills Training and Support				
HSP 200 Field Work in Human Services				
HSP 210 Advanced Field Work I				
ENG 118 Occupational Communication				
ENG 101 Reading and Composition				
PSY 131 Intro. to Psychology				
PSY 232 Developmental Psychology				
SOC 241 Intro. to Sociology				
NPN 090 Home Health Care/Nurse				
PED 192 Advanced First Aid				
SWK 100 Sign Language				
MATH 105 (any course)				
CIT 103 Computer Literacy				
PSI 121 Intro. to Amer. Govt.				
	SUBTOTAL	57		

Elective(s)

	TOTAL	60		

HIGHLAND PARK COMMUNITY COLLEGE
HUMAN SERVICES PROGRAM
STUDENT ORIENTATION TO FIELD PLACEMENT SITES

We would appreciate your cooperation in orienting the student to your organization and to the safety factors of your agency, both for the students' benefit and so that they can be more effective with the clients you serve. Please use the forms provided to indicate the areas where orientation has occurred. Furnish students with copies of materials used by your organization to cover the areas listed below:

Student ______________________________ Course ____________

Agency ____

	Oriented (Check all that apply)		
Tasks/Procedures	Verbally	Materials	NA
1. Policies and procedures.	____	____	____
2. Rights of persons served.	____	____	____
3. Rights of staff.	____	____	____
4. Individual service plans.	____	____	____
5. Documentation (progress notes, etc.)	____	____	____
6. Tour of the facility.	____	____	____
7. Introduction to staff and roles.	____	____	____
8. Attendance/sign-in procedures.	____	____	____
9. Staff rules.	____	____	____
10. Rules pertaining to persons served.	____	____	____
11. Schedules and student assignments.	____	____	____
12. Mission, goals, and services.	____	____	____
13. Other, specify:	____	____	____

I have received and reviewed:

1. A student competencies (skills) list ____
2. A student evaluation form ____
3. A student field placement plan ____

Supervisor ______________________________ Title ____________

Date ____________________

HIGHLAND PARK COMMUNITY COLLEGE
HUMAN SERVICES PROGRAM
STUDENT SAFETY ORIENTATION

We would appreciate your cooperation in orienting the student to the safety factors of your agency, both for the students' benefit and so that they can be more effective with the clients you serve.

	Tasks/Procedures	Oriented	Not Applicable
1.	Fire procedures.		
2.	Location of fire extinguishers and alarms.		
3.	Tornado and natural disaster procedures.		
4.	First aid supplies location.		
5.	Machines and tools guidelines.		
6.	Reporting of incidents/injuries procedures.		
7.	Physical intervention guidelines.		
8.	Transportation of clients guidelines.		
9.	Contraband items.		
10.	Smoking/non-smoking rules.		
11.	Locked and restricted areas.		
12.	Special instructions for phone use and restrictions; emergency numbers.		
13.	Body substance isolation/location of gloves and other protective equipment.		
14.	Other: ____________________		
	____________________		
	____________________		

Student ____________________ Staff __________ Date __________

Agency ______________________________

INFECTION CONTROL POLICY ON AIDS FORM

I have read and understood the Infection Control Policy on AIDS related to transmission prevention and agree to follow the guidelines for Universal Precautions. I understand that failure to follow the guidelines increases the risk that I may be exposed to Blood Borne diseases. I understand that my failure to comply with the Policy of Universal Precautions is grounds for disciplinary action. I also understand that it is illegal to discriminate against individuals on the basis of AIDS and such discrimination is grounds for disciplinary action. All questions regarding my duties in relation to the Universal Precaution Policy on AIDS have been answered to my satisfaction. I understand that I may ask additional questions at any time.

SIGNED: ______________________________

DATE: ________________

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Appendix 3

Community College Curriculum Course Listings

HIGHLAND PARK COMMUNITY COLLEGE

Human Services:

A Paraprofessional Training Program to Work with Persons with Disabilities

ASSOCIATE DEGREE IN APPLIED ARTS

FIRST YEAR

Fall Semester - (16 weeks)	Cr. Hrs.	Prerequisites
HSP 101 - Community Living for Persons with Special Needs	4	None
PSY 131 - Introduction to Psychology	3	None
ENG 118 - Occupational Communication	3	ENG 099/Placement
NPN 090 - Home Health Care/Nurse Aid Practices	4	None
	14	
Spring Semester - (16 Weeks)		
PED 192 - Advanced First Aid	3	None
HSP 102 - Planning for Community Living	4	HSP 101
HSP 105 - Skills Training and Support	4	HSP 101
SWK 100 - Sign Language I	3	None
	14	
Summer Semester - (8 Weeks)		
HSP 200 - Field Work in Human Services	8	HSP 101, 105
TOTAL	36 Hours	

SECOND YEAR

Fall Semester - (16 weeks)	Cr. Hrs.	Prerequisites
MAT - Any Math Course	3	
ENG 101 - Reading and Composition	3	ENG 100/Placement
SOC 241 - Introduction to Sociology	3	None
CIT 103 - Computer Literacy	2	None
HSP 210 - Advanced Field Work in Human Services I	4	HSP 101/02/05/200
	15	
Spring Semester - (16 Weeks)		
PSY 232 - Developmental Psychology	3	PSY 131
PSI 121 - Intro. to American Government	3	None
- *ELECTIVE	3	
	9	
Suggested Electives		
ENG 102 - Reading and Composition	3	ENG 101/Placement
HSP 212 - Advanced Field Work in Human Services II	4	HSP 101/02/05/200/210
LIT - Elective	3	None
PED 194 - Dynamics of Physical Activity	2	None
TOTAL	60 Hours	

ASSOCIATE OF APPLIED ARTS DEGREE
IN HUMAN SERVICES FOR PERSONS WITH DISABILITIES

HIGHLAND PARK COMMUNITY COLLEGE

Human Services:

A Paraprofessional Training Program to Work with Persons with Disabilities

CERTIFICATE PROGRAM

Fall Semester - (16 weeks)	Cr. Hrs.	Prerequisites
HSP 101 - Community Living for Persons with Special Needs	4	None
PSY 131 - Introduction to Psychology	3	None
ENG 118 - Occupational Communication	3	ENG 099/Placement
NPN 090 - Home Health Care/Nurse Aid Practices	4	None
	14	
Spring Semester - (16 Weeks)		
PED 192 - Advanced First Aid	3	None
HSP 102 - Planning for Community Living	4	HSP 101
HSP 105 - Skills Training and Support	4	HSP 101
SWK 100 - Sign Language I	3	None
	14	
Summer Semester - (8 Weeks)		
HSP 200 - Field Work in Human Services	8	HSP 101, 105
TOTAL	36 Hours	

CERTIFICATE IN HUMAN SERVICES FOR PERSONS WITH DISABILITIES

Appendix 4

Technical Assistance Guide For Community College Administrators And Program Coordinators

Technical Assistance Guide for Community College Administrators and Program Coordinators

Carol Kent, Ed.D.
Jean Pfaendtner, M.S.W.
Dorothy Witten, M.Ed.
Tom Hainstock, B.A.

December, 1996

Developmental Disabilities Institute
The University Affiliated Program of Michigan
Wayne State University

Wayne State University

Developmental
Disabilities
Institute

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of
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Wayne State University

Developmental
Disabilities
Institute

Technical Assistance Guide for Community College Administrators and Program Coordinators

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Without dedicated support, this project could not have been completed.

I. INTRODUCTION

Background

Traditionally, paraprofessionals received little or no training or respect for their jobs. On-the-job and in-service training provided basic skills, with little opportunity for development and advancement.

Now, paraprofessionals play crucial roles in the lives of persons with disabilities. Due to changes in service philosophy and approach, people with disabilities and professionals increasingly rely on paraprofessionals for support. Paraprofessionals are becoming major contributors in delivering all phases of support services—less commonly in large isolated settings and increasingly in support of life within communities.

The Developmental Disabilities Institute

The Developmental Disabilities Institute (DDI), the *University Affiliated Program of Michigan*, has provided significant leadership in addressing issues and needs relevant to the training of paraprofessionals who work with, or plan to work with, persons with disabilities. The Developmental Disabilities Institute is one of more than 60 University Affiliated Programs (UAPs) throughout the country. The mission of the Institute is to contribute to the development of inclusive communities and quality of life for people with disabilities and their families. The mission of the DDI is accomplished through the following program areas:

Education: The Education program fosters individual excellence through university, paraprofessional, parent and consumer education.

Community Support: The Community Support program promotes service program excellence through the collaborative provision of new learning opportunities and support for experimentation and reflection.

Research and Dissemination: The Research and Dissemination program promotes education and service excellence through thoughtful research, evaluation, and information dissemination.

The Institute is located at Wayne State University in Detroit, Michigan. With more than 32,000 students, Wayne State University continues to be one of the foremost urban universities in the country, addressing urban issues with direct involvement of its academic units, service programs, and centers and institutes. The Institute builds on this heritage and on these resources to affect the lives of children and families in the Detroit area and throughout the state of Michigan.

Paraprofessional Training Initiative

Over the past several years, the Institute's efforts included assessing paraprofessional training needs and developing strategies to address those needs. Furthermore, planning efforts resulted in several federally funded projects designed to provide paraprofessional training through community college coursework in Michigan. These early project development efforts of the Developmental Disabilities Institute provided a foundation on which to develop expanded plans and gain support from a wide variety of agencies and groups within the state. Initial efforts included:

- Identifying paraprofessional training needs in Michigan through a multi-agency consortium;
- Developing and teaching courses in developmental disabilities in two community colleges near Detroit; and
- Providing numerous in-service training opportunities for paraprofessionals in the state.

Highland Park Community College in Highland Park, Michigan, became the first community college to offer the Paraprofessional Curriculum for Community Inclusion as originally designed by Institute staff. It served as the demonstration site for the program. Schoolcraft College in Livonia, Michigan, was the first college to adapt its existing "Special Needs" Program using some elements of the curriculum developed at DDI.

Program Options: The community college program was designed to offer a number of options for students. Each student has been guided to plan a program to meet his or her personal and career goals. Most colleges also have made provisions for students to pursue their programs either part-time or full-time. Options include:

- one-year certificate
- two-year Associate's Degree
- opportunities for specialization
- possible transfer to four-year colleges and universities

Opportunities in Disability-Related Fields: The curriculum is infused with opportunities for students to learn about various disability-related career areas. Colleges offering this program assist students in obtaining employment with organizations serving people with disabilities while students are in school and/or upon program completion. Field experiences for students provide opportunities for students to pursue their career paths.

Diverse career specialization possibilities prepare students for specific employment opportunities: educational, vocational, early childhood, residential, and community studies. Graduates may continue in college or university degree programs or advance within their agencies. Students often transfer to four-year programs to earn degrees in special education, social work, speech-language pathology, interdisciplinary studies, and service agency administration.

Purpose of this Guide

This Guide has been prepared to provide information and guidelines to Community College personnel who are administering and coordinating programs designed to prepare paraprofessionals to work with individuals with disabilities in community settings. Specifically, this guide is for administrators and coordinators managing the "Paraprofessional Curriculum for Community Inclusion," as it was developed by the Developmental Disabilities Institute of Wayne State University. (In this document, the Paraprofessional Curriculum for Community Inclusion is also referred to as the "Human Services Program" and the "Special Needs Paraprofessional Program", titles under which it has been implemented in several Michigan community colleges.) It may also be used by personnel who are managing other disability-content programs.

II. THE COMMUNITY COLLEGE INITIATIVE

Features of the Initiative

The Developmental Disabilities Institute's Community College Initiative was supported by federal funds and designed to address issues relevant to training paraprofessionals who work with, or plan to work with, individuals with disabilities and their families. Paraprofessional training was developed through community college coursework. The Community College Initiative also included strategies for building inclusive school and community environments while increasing the capacity of workers to support people with disabilities in actualizing their full potential.

Paraprofessional training programs are currently available through several community colleges in Michigan. These colleges include Schoolcraft College in Livonia, Alpena Community College in Alpena, and Muskegon Community College in Muskegon. The aim of these programs is to develop career paths and employment opportunities for paraprofessionals who work with children, youth, and adults with disabilities. These programs educate people with disabilities and family members about the Americans with Disabilities Act (ADA) and their civil rights for inclusion in the community. Additionally, these programs inform people of other state and federal policies, such as the Individuals with Disabilities Education Act (IDEA), codes, laws and services through the Michigan Department of Education's Office of Special Education, and the Michigan Department of Community Health.

The Community College Initiative was developed and implemented with the following pivotal features:

- Systems Change
- Diverse Students From Diverse Backgrounds
- Values-Based Curriculum
- Academic Skill Development
- Career Path Development
- Support to Programs
- Technical Assistance Materials

Systems Change

Enhanced Paraprofessional Roles: This project offered people entering the field at the paraprofessional level the opportunity to pursue a career path that will allow them to obtain higher education and job advancement within the field. By working in conjunction with community colleges, state agencies, and universities, trainees realized the high potential for personal growth and career advancement associated with their occupation. This initiative assisted in putting to rest the mythology that direct care is a devalued, dead-end job.

The traditional approach to paraprofessional training emphasized teaching technical skills without giving the trainee a broader context for using those skills. The curriculum developed through this initiative includes guiding values, and assists graduates with decision-making in the field. It starts by providing the trainee with the guiding value of people with disabilities as people, first. Furthermore, it offers guidance in viewing community integration, presence, participation, and human relationships as valued outcomes to be achieved in the lives of all people. Educational experiences and internships help students learn how to support persons with disabilities in their communities and other natural environments.

In 1996, major changes were made to the Michigan Mental Health Code. After years of an interdisciplinary approach to writing the annual Individual Plan of Service (IPS) for persons with disabilities, the Code now mandates an approach centered on and directed by the consumer. The person-centered approach focuses more on the individual's ideas and dreams and less on evaluations of professionals. This leads to the paraprofessional having a role at these meetings as "facilitator," which is clearly a more important and respected role than in the past. The goal is to focus on the dreams, wants, and visions for future independence of children and adults receiving Mental Health Services. Paraprofessionals are key participants at person-centered planning meetings because they frequently spend more time with the consumers than professional staff and, therefore, can provide support so people with severe disabilities can express their dreams and ideas.

In the educational setting, as well, new guidelines and the Individuals with Disabilities Education Act recommend more involvement by students in their career planning. With student-directed planning, schools are increasing their efforts to include the student, as well as parents, in planning for students in Special Education. The paraprofessional's role in educational planning is increasing as more instructional aides are hired by school districts to assist and support students with disabilities in regular classroom settings. This close daily contact between students and paraprofessionals makes paraprofessionals an integral part of IEPC meetings.

Increased Community Awareness: Many people—within colleges and across communities—do not understand or appreciate disability-related issues. Through marketing, recruitment efforts, and college courses, this initiative increases awareness of:

- the value of and strategies for school and community inclusion of persons with disabilities,
- Michigan's extensive independent living system, and
- workers with disabilities as a growing resource for employers.

Diverse Students from Diverse Backgrounds

There is a need to increase the number of minority group members working in human services, special education, and related fields. Typical student bodies at participating community colleges represent persons from various cultural backgrounds, age groups, and educational backgrounds. Non-traditional students involved in this initiative include displaced homemakers and persons from rural areas.

Values-Based Curriculum

The curriculum developed through this initiative is referred to as "The Paraprofessional Curriculum for Community Inclusion" and will be described in detail later. This curriculum strongly communicates and reinforces guiding principles and values based on promoting dignity and respect of people with disabilities and their families. The curriculum supports service delivery in natural environments where people with disabilities have opportunities to participate in programs and activities that are within their communities and typical settings for their age and culture. In addition, the curriculum content and field activities are designed to promote respect for cultural diversity, individual preferences, and self-determination. It provides experiences that contribute to an understanding of the "support" approach to service delivery. Therefore the paraprofessional completing the program is equipped with skills needed to work with people with disabilities and in support of their goals and dreams.

Academic Skill Development

Students' skills are developed through the use of a variety of academic techniques such as testing, library usage, and guided reading. Study skills are strengthened and different learning styles are addressed through a structured program.

Career Path Development

An important aspect of this initiative is the development of career paths for paraprofessionals, who typically work in jobs with few incentives for promotion or retention. Strategies to affect both individuals and systems include:

High School-Community College Link: Students from local high schools are recruited by community colleges and begin taking classes during their junior and senior years. Thus many students entered a program after high school graduation having already earned credits toward program completion.

Mentoring: Mentors include instructors within programs (who generally work in the disability field), program coordinators, field supervisors, and others. Mentors served as models and supports for students.

Support to Programs

The Developmental Disabilities Institute, in its role as coordinator of the Community College Initiative, provided support to collaborating colleges in a number of ways. Partner colleges belonged to a Community College Consortium. This group met several times a year and provided a forum for support, information sharing and group problem solving. Funds were available to colleges through several federal grants. These funds provided student tuition and other types of financial support to students needing assistance and funded staff time for program development and enhancement. Relations maintained by DDI with state agencies and national organizations helped keep programs informed of the latest innovations from the field and assisted in job prospects for students.

Technical Assistance Materials

In collaboration with community partners, staff of the Developmental Disabilities Institute developed and provided materials that enabled colleges to replicate the two-year Associate's Degree program in Human Services. Technical assistance was offered to each partner community college by staff of DDI. Assistance included consultation around program development, the provision of training for administrators and instructors, assistance with student recruitment, provision of recruitment and program materials and on-site, phone and mail consultation. Program materials developed by DDI enabled colleges to structure their programs to meet state personnel training while maintaining the guiding values of this initiative.

Recruitment Materials

- Program flyers, brochures and program announcements
- A student recruitment booklet
- A student recruitment video
- A table-top recruitment display
- Sample of a public service announcement
- Sample student recruitment plans

Administrator's Materials

- Sample application packets for submission to the State Department of Education for Instructional Aide Approval
- An Instructors' guide
- An Administrator's and Coordinator's guide
- Career guidance packets

Curriculum Materials

- One-year certificate and two-year Associate's Degree programs outline and curriculum
- Course syllabi for Human Services Program (HSP) courses
- Complete instructor guides and student materials for HSP courses
- Special topic series for instructors and students
- A list of videos to support program content

Student Materials

- Human Services Program Student Handbook
- Disability Terminology guide
- Student specialization guides for program

III. FOUNDATIONS FOR PRACTICE

The mission of the Developmental Disabilities Institute is based on a vision of communities that include, value, and support all of their members. The Paraprofessional Curriculum for Community Inclusion is based on these guiding premises and is designed to instill these values in its students.

Curriculum materials promote maximum inclusion of individuals with disabilities in everyday activities and in their communities. Coordinators managing this curriculum are expected to respect and value these guiding premises too. These values are:

- People with developmental disabilities and their families should be fully included in the life of their communities — in home, school, work, worship, and recreation environments.
- Planning should focus on each person's *dreams*. The support and assistance paraprofessionals provide should build on the person's dreams. Increasing choices and community learning opportunities is a priority.
- We all grow from being with each other, supporting each other, and valuing our individual differences and diversity.
- People with developmental disabilities develop skills and contribute to our communities.
- To insure exemplary services and supports, service providers must pursue ongoing training and possess the values, attitudes, knowledge, and skills necessary to work effectively with and for those persons who are their customers.

Person First Language

The materials used in the Paraprofessional Curriculum for Community Inclusion use *person first* language. This means that language and terminology often associated with speaking about people with disabilities focus on the individual as a person first, with the disability being of secondary importance. We now speak of *"people with disabilities"* instead of "disabled people" or "the disabled." We say *"a child who has Epilepsy"* instead of "an Epileptic"; *"a boy who has Down Syndrome"* instead of "the Downs boy."

Terms that are unnecessary, stigmatizing or stereotyping should always be avoided. Ask yourself, "Is it even necessary to refer to the disability or can the same thing be accomplished by not referring to it?" In other words, will saying "the woman" accomplish the same thing as saying "the woman who is mentally impaired." It is important to remember that speaking and writing are our primary means of communication. How we verbalize reflects our sensitivity to the emotions and feelings of our fellow human beings.

Coordinators are urged to always use person first language. Students, as part of their learning experience, should be required to use person first language.

Program Needs Assessment

Before establishing a new program at a community college, a needs assessment is advisable. In conducting a needs study, it is often useful to review information from the Occupational Outlook Handbook. The 1990-91 Edition contains information about the following occupational titles relevant to paraprofessionals working in services for persons with disabilities: Human Services Workers (D.O.T. 195.267-014 and .367) and Teacher Aides (D.O.T. 099.327-010; 219.467-010; and 249.367-074, and -086).

Establishing Community Linkages

The Coordinator should communicate and collaborate with:

- School districts,
- Service agencies,
- Advocacy and support groups,
- Employment services,
- Chambers of Commerce,
- PTAs and other parent groups in the community college geographic service area

The Coordinator should educate, recruit potential students, and assume the role of leader, encouraging the inclusion of persons with disabilities in the community. The Coordinator should be present to speak at meetings, seminars, and in work groups to recruit students on an ongoing basis. Moreover, he or she should ensure that these agencies, consumer, and parent groups are working together for the integration of all people in every aspect of the community.

Developing An Advisory Committee

An Advisory Committee should be developed and meet at least two times yearly. The purpose of this group is to assist in recruitment, make sure the community is aware of the Paraprofessional Curriculum for Community Inclusion, and ensure that the course objectives are appropriate and are being met. The Advisory Committee can also assist by brainstorming ideas to ensure that the curriculum is updated continuously and that it prepares paraprofessionals, parents and others taking these courses to support persons with disabilities as participating and included members of their communities.

Membership in the Advisory Committee should include a current student in the program, a person with a disability and/or a parent, a teacher in the program, as well as members from service agencies, businesses, advocacy groups and others. Seven to ten members is ideal. The Committee should invite new members periodically in order to remain enthusiastic and on target with curriculum objectives.

Determining Program Direction

Persons with disabilities, as well public policy, indicate where paraprofessionals are needed and the support they are required to provide. ADA and the Individuals with Disabilities Education Act (IDEA) have provided mandates for including and accommodating people with disabilities in their communities.

Paraprofessionals are needed to assist individuals with disabilities in living, working and going to school in community settings. Persons with disabilities are encouraged to move from group homes to apartments, from special schools to their neighborhood schools, and from special pre-school settings to Head Start or generic child care centers. Career opportunities for paraprofessionals now include: instructional aide in inclusive classrooms, residential support worker, and job coach or employment advisor. These are likely to continue to evolve.

Program direction that is responsive to the service needs of persons with disabilities helps to ensure interest in the program. This training and experience can be a stepping stone to a Bachelor's Degree in related fields that will offer more employment options, such as teacher, support coordinator, case manager, etc. Parents, too, can benefit from the valuable training and experiences involved in the Human Services/Special Needs Paraprofessional certificate or Associate's Degree.

Program Certification

Community colleges require approval from the Michigan State Board of Education to offer vocational certificate and Associate's Degree programs. Where the Paraprofessional Curriculum for Community Inclusion prepares students to work as instructional aides in the public school, additional approval is required. Programs must meet specific criteria set forth in Rule 340.1794 (b) by offering instruction that addresses specific competencies outlined in Section IV – Curriculum Development. More details are provided below, but the requirements include:

- Normal child development and the impact of disability on child development
- Identifying and recognizing disabilities
- Special Education rules and regulations
- The impact of a child with a disability within the family unit
- Communication, language development, and leadership skills within the classroom
- Instructional strategies, behavior management techniques
- Medical conditions and procedures including, but not limited to, seizure activity, tube feeding, catheterization, and first aid

Community colleges grant a certificate or an Associate's Degree upon completion of all program requirements. In some college programs, students determine the certification they receive by the area they choose for their field work. For example, at Alpena Community College, if a student completed his/her practicum in a residential setting such as Supported Independent Living, that student would be entitled to receive a Residential Certificate that may be approved by the Michigan Department of Community Health and local

Community Mental Health Boards. The student may request this approval from either body to determine if his/her program met some or all these agencies' training requirements for direct care staff in Adult Foster Care homes. Other certifications include:

- Instructional Aide
- Employment Training Specialist
- Early Childhood Certification
- General Studies

A different format is used by Schoolcraft Community College, whose Special Needs Paraprofessional program offers coursework and practicum experiences in various settings. Their Associate's Degree indicates ability and skills for working in any of the aforementioned human service, education, or related fields.

Staffing Considerations

Every effort should be made to employ instructors who believe and expect that persons with disabilities can succeed in every aspect of community living. It is essential that teachers hired for these courses believe in the philosophy of inclusion.

Hiring the Coordinator

Most importantly, the Coordinator should be a person who:

- believes in the inclusion of all persons with disabilities in their communities and is familiar with laws that mandate this philosophy;
- is familiar with the curriculum and is able and ready to step in, if necessary, to teach it;
- is familiar with services, agencies, advocacy groups and the field work placement opportunities in the community; and
- is actively involved in the recruitment of students and is familiar with employment options to help in that effort.

College Counseling

The college administrator and/or Coordinator should be actively involved in educating and updating the counseling department regarding career opportunities for students interested in the Paraprofessional Curriculum for Community Inclusion. The Coordinator should maintain ongoing contact with the counseling department to ensure enough brochures, flyers and other recruiting materials are available to students.

Disability Support

The Coordinator should make assistance available to instructors, guest speakers and students and advise instructors of the need to provide appropriate accommodations and support for students. Assistance should be provided to persons with disabilities through technology or classroom modifications, as necessary. Instructors should be reminded to ask if assistance is needed at the beginning of each course to assure that modifications in teaching strategies meet the needs of persons with disabilities. The disability support services of the college should be enlisted to help provide learning assistance and accommodations for students.

Job Placement

The Coordinator should meet with the college's career and job placement department in order to educate staff and ensure that information regarding career opportunities in the human service and education fields are available for students.

IV. CURRICULUM DEVELOPMENT

Content of the Curriculum

The Paraprofessional Curriculum for Community Inclusion contains theoretical study and practical experience delivered in a variety of ways, including lectures, media presentations, group activities, supervised field work, and independent study. The community colleges which have adopted the curriculum present the core educational experiences in a variety of ways, yet all address the competencies needed by paraprofessionals who support persons with disabilities in their communities.

The Core Curriculum

The core of the Paraprofessional Curriculum for Community Inclusion includes coursework which addresses all of the competencies identified as necessary for paraprofessionals providing support to persons with disabilities in community settings. The areas and competencies include:

Seeing People First

- Identify basic human needs and discuss their role when working with persons with developmental disabilities.
- Define developmental disability.
- Utilize observational skills in assessing a person's abilities and needs.

Viewing Historical Perspectives

- Demonstrate a knowledge of the history of treatment and care of persons with developmental disabilities.
- Demonstrate an understanding of the principles of normalization and their practical applications.
- Identify the issues involved in community resistance and acceptance of community integration of persons with disabilities.
- Understand how values, attitudes, and beliefs can affect service delivery.

Understanding Special Needs of Individuals and Families

- Define and identify support needs associated with mental retardation, autism, cerebral palsy, epilepsy, and mental illness.
- Understand the impact of a child with a disability within the family unit.

The Human Service Delivery System

- Demonstrate an understanding of vocational and educational services for persons with developmental disabilities.
- Define and discuss residential and work options available to persons with developmental disabilities.

Rights and Advocacy

- Understand staff and recipient rights and responsibilities.
- Understand the concept of advocacy and how to use advocacy techniques.

Field Work

The Paraprofessional Curriculum for Community Inclusion provides students with a strong background both in theoretical knowledge and practical skill development. Each of the disability core classes, including the theory courses, has a field work component associated with it.

Field work is a *supervised educational experience*. Personal and professional growth is facilitated by supervised student support within a functioning service site. Effective field work experiences require clear understanding by each participant of the objectives of field work, relationships of participants, and the phases and expectations of field work training.

Field work is infused into the disability courses of the core curriculum starting with the initial class. Students are gradually introduced to field work through a process leading them from observation to intensive work with children, youths, and/or adults with disabilities:

Field Work — Simple To Complex

PROCESS	COURSE TITLE
Observation	Community Living For Persons With Special Needs
Observation and Hands On	Planning For Community Living
Hands On and Observation	Skills Training and Support
Beginning Hands On Field Work Concepts	Field Work In Human Services
Advanced Hands on Field Work Concepts	Advanced Field Work In Human Services Human Services I & II

Field work is an important part of the learning process in the curriculum. It is critical that students be supported by the practicum instructor and the mentor at the practicum site. The mentor must be a person who meets the standards outlined in the Student Handbook and believes in the values and principles of inclusion in order to make the field work experience a success. Practicum placements may include a variety of facilities: special education classrooms or inclusive classrooms, job training programs, group homes, or other service areas for persons with disabilities. Those students desiring to work as instructional aides, however, must meet specific requirements outlined by the State Board of Education. These requirements are described in the following section.

Areas of Specialization and Employment

Students have the option of earning a Certificate in Human Services after the first year of required credits or the Associate's Degree in Applied Arts or Applied Science after completing the number of credit hours required by their college, usually 36 hours.

Educational Specialization/Instructional Aide Certification and Employment Options: Those wishing to earn an Instructional Aide Certificate must complete the state-mandated 60 semester hours of course work, including the core courses and competencies contained in the Educational Specialization. The State of Michigan also mandates the following field experiences:

- Completion of a practicum experience to include 60 clock hours with students who have various levels of disability in the following educational classifications: severely mentally impaired (SMI), severely multiply impaired (SXI), or trainable mentally impaired (TMI).
- Completion of a field experience to include 30 clock hours in a combination of classrooms involving the following student populations at the elementary and/or secondary levels unless otherwise employed in such a capacity:

classrooms with students who are classified as visually impaired (VI), hearing impaired (HI), or physically and otherwise health impaired (POHI).

Educational settings offering employment to paraprofessionals are special education and integrated classrooms. Instructional Aide, Teacher Aide, and Instructional Paraprofessional are frequent job titles within this area. Paraprofessionals are vital components in special education and inclusive education programs. Integrated classrooms create a need for the specialized support a trained paraprofessional can offer.

Residential Specialization and Employment Options: If a student wants to work in residential settings, he or she can choose the "Residential Specialization." Work options include supporting individuals with disabilities in their homes and apartments and helping them to acquire the skills they need to live successfully in their community. People selecting this specialization may also work as Personal Assistants to persons with disabilities. The program is a two-year program of study leading to an Associate's Degree. Students in this course of study will meet the current state requirements for Residential Service Provider. Students can earn a Certificate in Human Services after the first year's required credits and meet the requirements for Residential Service Providers. Residential service provider requirements require completion of all core courses, competencies contained in the Residential Specialization, and a field work experience in a residential setting.

Some agencies offering employment to persons with degrees in the residential specialization are Supported Independence Programs (SIPs), group homes, nursing homes, special care facilities, and adult/child foster care homes. Jobs as Personal Attendants to persons with disabilities and Case Managers would also fall within the realm of this specialization. Paraprofessionals can work in a variety of settings such as group homes, nursing homes, special care facilities, and adult/child foster care homes as well as new creative alternative home-living arrangements.

Vocational Specialization and Employment Options: Students choosing the "Vocational Specialization," are preparing to work in employment settings with adolescents and adults with disabilities. Students wishing to earn the Employment Training Specialist Certificate must complete the core courses and competencies contained in the Vocational Specialization. They must complete a field work experience in an agency/program offering vocational options to persons with disabilities.

Vocational settings include supported employment work sites, integrated/competitive employment sites, and segregated sites such as workshops. Persons working in this area often teach and supervise working situations for persons with developmental disabilities. They are frequently referred to as Job Coaches and Employment Training Specialists. These individuals teach job and related skills to people with disabilities to assist them in entering the work-force. Paraprofessionals assist persons with disabilities in supported employment, integrated employment, and in workshops.

Early Childhood Specialization and Employment Opportunities: The "Early Childhood Specialization" prepares students to work with children with and without disabilities in all settings for young children. Along with all the typical settings such as Head Start, pre-schools and day care centers, there are also many agencies serving young children with disabilities and their families in specialized programs. Students have the option of earning a Certificate in Human Services after the first year of required credits. Those students wishing to complete the Early Childhood Specialization must complete the core courses and competencies contained in the Early Childhood Specialization and do their field work in an early childhood setting.

Child Care/Early Intervention Services include day care programs, child development programs, Head Start programs, preschool programs, and other early childhood programs. Some jobs are child care provider, preschool teacher and preschool teacher aide. Day care programs, Head Start programs, preschool programs, and early childhood programs offer rich experiences and employment opportunities for paraprofessionals in the field.

Specialization in Community Studies or General Studies: Some students wish to take a global approach to their education without committing themselves to a specific specialization. Or, they may desire to tailor their education to meet specific employment goals that do not fall within the categories of the other specializations. Programs can be specifically tailored to meet each student's interests and goals.

The content of the Community Studies or General Studies in Disabilities Specialization prepares students to work with persons with disabilities in community settings. This option allows students to create their field experiences by selecting, and often writing, their own goals and objectives. Students wishing to earn their credits in the General Studies Specialization must complete the core courses and competencies contained in the Human Services Certificate and Associate's Degree Programs. Students in this specialization may do field work in a variety of community settings that serve persons with disabilities.

Employment settings that may fit the Community Studies or General Studies Specialization include recreational services, health care, mental health, and advocacy services. Also—an individual assistance aide or personal attendant may be hired by a person with a disability to support her or him at home. They provide support by performing activities that help that individual to successfully remain in her/his home.

Transfer to Four-year Universities – Some Considerations

Students may be able to transfer many of their Associate's Degree credits to a four-year college or university. The student's choice of Bachelor's Degree program will determine which courses are applicable. At Wayne State University, for example, all courses in an Associate's Degree in Applied Arts or Applied Science count toward a Bachelor's Degree in Interdisciplinary Studies. Academic counseling is needed to determine which courses will count toward specific programs.

V. PROGRAM ADMINISTRATION

Staffing the Program

Hiring Qualified Faculty

Instructors should have a Master's Degree or Doctorate in a human services related field. They should have substantial work experience that includes direct services for individuals with developmental disabilities, including comprehensive supervisory and/or management experience in an agency serving persons with developmental disabilities. The instructors should have experience teaching college courses and/or conducting training programs in human services-developmental disabilities. Instructors should demonstrate commitment — in conversation, actions, teaching, etc. — to the inclusion and support of persons with disabilities in communities. Instructors should possess knowledge of the full range of services and service systems available to persons with disabilities across the lifespan, including state-of-the-art and best practices of the field. Some examples of recruitment sources and strategies for staffing the program include:

Current Staff People: Current staff, capably employed in a job, may be excellent candidates for promotion or transfer to a new or already existing job. Lavin (1990) suggests that staff people be informed and involved, playing an active role in any job, model, or systems change occurring in the place of business.

Current Students or Recent Graduates: Recommended strategies for recruiting students or graduates include:

- Contact college personnel that may assist you in recruiting staff by finding out if any colleges in your area publish lists of graduates looking for work in the Human Services field;
- Consider students performing internships or practicums in agencies (Lavin, 1990).

- Attend Career Days at local colleges and universities.
- Post flyers announcing job opportunities around college and university campuses

Professionals in Other Human Service Agencies: Posting or advertising job opportunities in publications, professional journals, newsletters, bulletins, and newspapers is one strategy to recruit people from this group. Lavin (1990) also suggests that employment agencies be contacted with information regarding job vacancies. In addition, developing a list of agencies, organizations, and publications to notify of staff vacancies may be advantageous in recruitment.

People with Specific Vocational Expertise: Lavin (1990) suggests "customizing" classified ads and job postings to attract a person with specific abilities and knowledge. He also suggests using employment agencies for this purpose.

People with Disabilities: People with disabilities have knowledge, skills, and interests that can be beneficial to the operations of an organization providing service to persons with disabilities. Lavin (1990) suggests utilizing state vocational rehabilitation agencies for recruiting persons with disabilities.

Homemakers and Retirees: Homemakers and retired persons return to the work-force for many reasons. They may have knowledge and skills that are excellent for jobs in the Human Services field. Lavin (1990) recommends exploring specialized employment programs to recruit homemakers and people returning to the labor force after retirement.

Volunteers: Volunteers are primarily used as guest speakers. The use of volunteers may be one option for filling employment opportunities. Volunteers, often used on a part-time basis, can be recruited from volunteer organizations, such as the United Way. The student body can be an excellent source for recruiting volunteers with particular types of expertise.

Supporting and Retaining Faculty

There are many ways to support valued staff. Some of these ways include:

Training: Intermittent training is useful in upgrading and up-dating the skills of existing personnel. Trainings can offer staff new information that they can use and pass on to the students. Support personnel (advisors, counselors, etc.) should also be introduced to the philosophy of inclusion and reminded of the rights assured to persons with disabilities by the Americans with Disabilities Act. Training new staff ensures their success.

Staff Meetings: Staff meetings are key opportunities to exchange pertinent information with staff as well as discuss concerns as a whole. Staff meetings also provide opportunities for problem-solving.

Materials Coordination: It is the responsibility of the Program Coordinator to manage all materials related to the Curriculum. Instructors must be supported with materials, training, and workshops necessary to make each course successful. Coordinators may want to set-up a materials check-out process for program staff and faculty.

Secretarial Support: Secretarial support can free-up valuable time that may be utilized by instructors and coordinators for student contact or activities that support students. Also, often support staff are the first persons that students have contact with or are the only persons the students can reach. Having support staff in place enables students to get the information they need instead of waiting for less available staff.

Audiovisual Support: Many valuable resources of information are available to students on videotape. Therefore, it is important for college staff to be able to access technology so that information can be provided in alternative formats.

Problem Solving: Open communication is extremely important when it comes to problem-solving. The Coordinator is the college's resource.

Student Recruitment

Student recruitment is a key factor in the development of a successful program. Recruitment efforts can result in solid and continuous enrollment. Targeting recruitment efforts at specific populations can also contribute to the caliber and commitment of students seeking admission to the program. Recruitment should be carefully developed and reflect the uniqueness of the community the college serves; it should be based on the input of a group of community leaders and staff of the college; and it should be multi-faceted.

Developing a Recruitment Plan

To ensure that recruitment efforts are effective and of high quality, a recruitment plan is needed. The Coordinator should work with the college in recruitment efforts and not duplicate the efforts of other departments. Recruitment should focus on agencies and programs that college recruiters may not reach or target. A plan should be systematic and include timelines. The Developmental Disabilities Institute can provide a recruitment video, flyers and other ideas and materials to help community colleges recruit students for the program.

Recruitment Strategies

Recruitment of students can occur at several different levels of the organization and in several settings. Some recommended places for recruiting students follow:

Community Colleges: Relationships with staff within the college can facilitate student enrollment. At a minimum, the following types of individuals should be involved in planning and establishing the program within the college:

- Admissions staff and counselor

- Program coordinators for students with disabilities
- Department chairs and faculty from programs and departments which may interface with the program (e.g., child development, substance abuse, nursing, job placement counselors, etc.)

It is recommended that recruitment activities within the program correspond with activities that are conducted for the college as a whole. For instance:

- Publish articles in student bulletins or school newspaper.
- Post flyers and brochures on boards where students congregate.
- Participate in job/career fairs and mentoring program.
- Participate in all activities targeted at recruiting high school students.

Public Schools: Liaisons with the public schools can assist in bringing high school students into the program during their senior year and after they graduate. Activities may include:

- Place calls to guidance counselors at high schools and arrange for recruitment activities.
- Develop mailing lists of schools and key school personnel. Send out mailings, including registration/application information, dates, procedures, etc.
- Find out which schools offer summer programs and recruit to them; include mentoring and other career development programs.
- Recruit to paraprofessionals working in the schools. Include contact with special education directors and coordinators.
- Invite key personnel from schools to participate on the advisory committee to the program. Include contact person from the vocational center and local special education director(s).

***Vocational Centers*:** Coordination with activities of the district vocational centers can be very helpful in attracting students into the program and can also enhance the vocational center program. Once a vocational center has agreed to work closely with the program, ongoing communication and activities will be necessary. These activities will include:

- Contact district vocational center(s) and arrange to meet with appropriate staff. Establish a contact person within the school.
- Maintain contact/communication with the person designated to coordinate the efforts at the school.
- Attend career development activities sponsored by the school.
- Send recruitment information to selected groups within the school.

Head Start: Since Head Start is mandated to include children with disabilities in their programs, this program is very valuable to staff working in Head Start classrooms. Suggested strategies include:

- Inviting key staff to participate on the program advisory committee.
- Developing a mailing list of all grantees, programs and members of all Head Start advisory committees.

Community Organizations: Each community has directories of organizations that employ paraprofessionals who may be interested in and benefit from the Paraprofessional Curriculum for Community Inclusion. Most organizations that are included in these types of directories provide specialized services for persons with disabilities and their families. Suggested activities for recruitment include:

- Develop mailing lists to include: Interagency Coordinating Councils, Community Mental Health Staff, providers of residential services for persons with disabilities, and other special service providers. Include this list in all mass mailings.
- Write articles and/or press releases for agency/organization newsletters and arrange for publication.
- Inviting representatives from agencies providing specialized services for persons with disabilities to participate on the program advisory committee. Ask committee members to assist in recruitment.

Community at Large: Recruitment efforts to the community at large can result in reaching individuals who may not be aware of the career potential in the area of services for persons with disabilities. Recruitment in this category should include: generic service providers such as day care centers, hospitals, clinics, etc.; people who are unemployed; people who have retired; people who may be interested in exploring new career options. Activities might include:

- Obtain a list of local radio stations and send Public Service Announcements.
- Send articles/press releases to local newspapers.
- Do interviews on local TV and radio stations about the program.
- Develop a mailing list of community groups (e.g., churches, community centers, Urban League, etc.) and mail flyers, brochures, posters. Marketing or Community Relations departments of the college may be able to assist with this mailing list.

General Supports to Aid Recruitment: In general, the Coordinator may facilitate recruitment through supports such as the following:

- Providing student advisement and assistance with arrangements such as transportation.
- Pre-registering students.
- Assisting with applications for financial aid.

Other Program Issues

Establishing Program Evaluation

Community colleges use a variety of tools to evaluate established vocational programs. Many are required by the North Central Accreditation process. The Developmental Disabilities Institute has evaluation tools that can assist the community college in evaluating the program. These tools can be used to survey students, persons with disabilities, families and service agencies to evaluate whether the program is meeting the needs of the community.

Student Retention

Colleges hoping to improve retention and graduation rates of students develop programs that address challenges and disadvantages their students face. Students may need to have academic support in the form of tutoring, college reading/study skills classes, and learning lab opportunities where computer-aided instruction and instructional videos are available. Once the curriculum is up and running, Coordinators must maintain ongoing contact with the students, instructors and field work supervisors. They tell students where to get help when they need it, the sequence of courses to follow, and about available job opportunities. Other problems may be resolved by calling upon existing college resources (e.g., mechanisms for increasing access and retention for minorities and low-income students; programs designed to increase the completion rates of students who enter college on the nontraditional path).

Support to Students: Nothing can replace a good relationship between Coordinator and student to make the learning environment successful. Getting to know the students, and letting them know who they can count on to answer questions and/or solve problems, is key.

Students need to have access to a person who knows the resources of the college and the resources of the community and can call these into action to help students succeed. Keeping in touch with students can be accomplished through semester meetings and feedback forms. Coordinators should:

- Get to know the College's resources, such as financial aid, counseling, career counseling, library, special departments that aid students such as reading/writing resource centers, cultural centers/student organizations.
- Know the community and the resources, both for the Coordinator's use and for the students.
- Know the student population and their needs, academic, financial, and social. Depending on the college location, students' needs may differ. Students from the inner city may have more unemployment and poverty issues, while students from rural areas may require assistance with transportation, etc.

Financial Assistance: Many capable students do not complete college programs for reasons related to family income. It is important that all students have the opportunity to obtain a postsecondary education, even if they cannot afford the cost. Many people are eligible for assistance and many may receive awards based on their demonstrated need. Applications for Federal Student Aid should be obtained in the college's Financial Aid Office. The coordinator may find it helpful to provide assistance in filling out these applications and looking for other forms of financial aid, such as programs for veterans and their dependents, vocational rehabilitation assistance, Bureau of Indian Affairs Tuition Waiver Program, Carl D. Perkins Vocational Education, Single Parent/Homemaker and Sex Equity Program assistance, or private aid resources.

Mentoring Through Field Work

Field work is an important part of the learning process in the curriculum. It is critical that students be supported by the practicum instructor and the mentor at the practicum site. The mentor must be a person who meets the standards outlined in the Student Handbook and believe in the values and principles of inclusion in order to make the field work experience a success. Practicum placements may include a variety of facilities: special education classrooms or inclusive classrooms, job training programs, group homes, or other service areas for persons with disabilities. Most important, however, is the supportive relationships the field work instructors and the mentors form to ensure a valuable learning experience for students.

VI. APPENDICES

A. References

B. Products List

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DEVELOPMENTAL DISABILITIES INSTITUTE
The University Affiliated Program of Michigan

COMMUNITY COLLEGE INITIATIVE

PRODUCTS LIST

I. Paraprofessional Curriculum for Community Inclusion

College Course Syllabi

The following model syllabi are available for courses taught in the Paraprofessional Program for Community Inclusion:

Community Living for Persons with Special Needs – Syllabus

Planning for Community Living – Syllabus

Skills Training and Support – Syllabus

Field Work in Human Services – Syllabus

Advanced Field Work in Human Services I – Syllabus

Advanced Field Work in Human Services II – Syllabus

A. Course: "Community Living for Persons with Special Needs"
Instructor and student manuals are available.

Seeing People First (November, 1992)

Introduction to the field of disability services. Basic human needs and their role when working with individuals with disabilities. Defining "developmental disability." Utilizing observation when assessing skills.

Viewing Historical Perspectives: Services, Values and Philosophies (December, 1992)

A historical overview of treatment of persons with disabilities and the principle of normalization. Community resistance to community integration and the impact of values, attitudes and beliefs on service delivery.

Understanding Special Needs (January, 1993)

Definition and identification of characteristics common to specific types of disabilities along with an examination of human development and variation in development.

Understanding the Needs of Families (January, 1993)

A look at the impact a child with a disability has on the family and issues faced by the family.

Viewing the Human Service Delivery System for Persons with Disabilities (January, 1993)

An overview of the human services delivery system including educational, vocational, residential and employment options available to persons with disabilities.

Understanding Rights, Responsibilities, and Advocacy (January, 1993)

Learning about staff and consumer rights and responsibilities. An introduction to advocacy and teaching advocacy skills.

Supporting Individuals and Families in the Community (February, 1993)

Developing an understanding of the skills needed to support individuals with disabilities in their communities, homes, schools and at work. An introduction to assessment and assessment skills.

Disability Terminology: What you've heard . . . but never understood (Fall, 1994).

A 30-page collection of frequently used disability terms and their definitions.

B. Course: "Planning for Community Living"

Instructor manuals are available; students receive a readings coursepack.

Individual Rights: Rules, Regulations, and Legislation (January, 1994)

Competency 1:	Understand special education rules and regulations and other relevant legislation pertaining to children and adults with disabilities.
Competency 2:	Understand the role of staff in protecting the rights of consumers.
Competency 3:	Apply the principles of normalization in order to increase quality of services, community integration, and independence

Assessment and Planning 1: Individual Support Planing (January, 1994)

Competency 4:	Understand the use of individual program plans.

Assessment and Planning 2: Lifetime Planning (January, 1994)

Competency 5:	Demonstrate an understanding of the role of lifetime planning (including Personal Futures Planning, Circle of Friends, IFSPs, IPPSs, IEPs, and MAPS).

Assessment and Planning 3: Service and Support Coordination (January, 1994)

Competency 6:	Understand the concepts of case management and coordination of services.

Assessment and Planning 4: Using Observation Skills (January, 1994)

Competency 7:	Utilize observation skills to target needs and behaviors

Assessment and Planning 5: Developing Goals and Objectives (January, 1994)

Competency 8:	Develop goals and objectives based on consumer history, needs, strengths and dreams.

Using Community Resources (January, 1994)

Competency 9:	Describe community resources that can assist in the care and support of a person with developmental disabilities.
Competency 10:	Identify organizations and associations that provide services and information to persons with disabilities and their families.

Support Skills for Paraprofessionals (January, 1994)

Competency 11:	Understand the skills needed to support persons with disabilities in participating in integrated settings at home, in school, in their communities and at work. (Staff skills and accessing skills of others.)

C. Course: "Skills Training and Support"
Instructor manuals are available; students receive a readings coursepack.

Assessment: Human Behavior, Observation, and Community Resources (January, 1994)

Competency 1: Understand some causes and sources of human behavior
Competency 2: Use observation to identify needs, interest and abilities.
Competency 3: Identify ways to involve community resources in a coordinated service plan.

Intervention Planning 1: Effective Communication and Goal Definition (January, 1994)

Competency 4: Demonstrate an understanding of the role of communication, language development, and leadership skills within the service setting.

Competency 5: Define "goals and objectives" and write goal and objective statements.

Intervention Planning 2: Identifying and Implementing Effective Supports (January, 1994)

Competency 6: Identify appropriate goals and objectives.
Competency 7: Develop and implement an effective training program to meet selected goals and objectives.

Intervention 1: Instructional Strategies and Task Analysis (January, 1994)

Competency 8: Define and demonstrate several instructional strategies and behavior management techniques, including verbal assists, gestures/modeling, physical assists, demonstrations, forward chaining, backward chaining, and fading.

Competency 9: Conduct training session using task analysis procedures.

Intervention 2: Using Schedules and Facilitating Transitions (January, 1994)

Competency 10: Set-up sample schedules.
Competency 11: Understand The concept of transition and strategies for facilitating smooth transitions.

Evaluation: Program Evaluation and Documentation (January, 1994)

Competency 12: Document appropriately for charts, records, and progress reports.
Competency 13: Evaluate a program plan and make appropriate modifications and revisions.

D. Course: "Field Work in Human Services"

The following manuals are available for this course:

Issues in Disability: Supporting the Self-determination of Persons with Disabilities

An instructor manual and student manual are available. For a complete description please see section II. Issues in Disability Series.

Alternative and Augmentative Communication: Strategies for Paraprofessionals Working with Individuals with Disabilities

An instructor manual and student manual are available. For a complete description please see section II. Issues in Disability Series.

Issues in Disability: Preventing Abuse and Neglect

An instructor manual and student manual are available. For a complete description please see section II. Issues in Disability Series.

Issues in Disability: Preventing Substance Use and Abuse

An instructor manual and student manual are available. For a complete description please see section II. Issues in Disability Series.

Field Work in Human Services Instructor Resource Manual

An instructor manual is available with readings and materials to generate a student readings coursepack. For a complete description please see section II. Issues in Disability Series.

Student Specialization Packet

This packet can be utilized by both the instructor and the student. For a complete description please see section V. Program and Career Planning Materials.

E. Course: "Advanced Field Work in the Human Services"

The following manuals are available for this course:

Issues in Disability: Sexuality, Sexual Abuse, and AIDS

An instructor manual is available with readings and materials to generate a student readings coursepack. For a complete description please see section II. Issues in Disability Series.

Advanced Field Work in Human Services Resource Manual

An instructor manual is available with readings and materials to generate a student readings coursepack. For a complete description please see section II. Issues in Disability Series.

II. Issues in Disability Series

Each module of the Paraprofessional In-service Training Series consists of a Trainee Manual and an Instructor Manual with resources and materials needed for successful teaching of the subject matter. These manuals can be obtained individually and are used for in-service training and as content for the courses "Field Work in Human Services" and "Advanced Field Work in Human Service I."

Issues in Disability: Sexuality, Sexual Abuse, and AIDS

Historical and current perspectives on relationship and sexuality issues as they affect persons with disabilities. Supporting appropriate sexual development and expression, preventing sexual abuse, and AIDS prevention are addressed.

Issues in Disability: Supporting the Self-determination of Persons with Disabilities

An examination of what "self-determination" and "advocacy" are and how paraprofessionals in the various service settings can support the self-determination of individuals with whom they work. Also includes strategies for being a good advocate on behalf of persons with disabilities.

Issues in Disability: Preventing Substance Use and Abuse

Addresses the role that alcohol, drugs, and prescription medications have on causing disability. Examines the problem of substance abuse among persons with disabilities and the challenges of finding and providing appropriate substance abuse treatment. Looks at the paraprofessional roles in preventing substance abuse through support, education, and intervention.

Issues in Disability: Preventing Abuse and Neglect

Examines the problem of abuse and neglect experienced by individuals with disabilities. Looks at abuse/neglect identification, reporting and treatment. Paraprofessional roles for preventing abuse/neglect, as well as legal considerations when reporting alleged abuse are addressed.

Alternative and Augmentative Communication: Strategies for Paraprofessionals Working with Individuals with Disabilities

An independent project of the authors listed below. Looks at typical communication development in humans and the effects that disability may have on communication development. Addresses approaches to alternative and augmentative communication as they are used by individuals with disabilities and the paraprofessionals that work with them.

Field Work in Human Services Instructor Resource Manual

An instructor guide to be used in conjunction with HSP 200: Field Work in Human Services. Provides suggested lesson plans and activities for the different topics addressed in the course.

Advanced Field Work in Human Services Resource Manual

An instructor guide to be used in conjunction with HSP 210: Advanced Field Work in Human Services. Provides suggested lesson plans and activities for the different topics addressed in the course.

III. Technical Assistance Series

Technical Assistance Guide for Community College Administrators and Program Coordinators

This guide provides administrators and coordinators with the information to implement the Paraprofessional Program for Community Inclusion in their colleges. Program development strategies, working with instructors, and student recruitment and retention strategies are featured.

Technical Assistance Manual: Instructor Guide to the Paraprofessional Curriculum for Community Inclusion

This guide provides an overview of the Paraprofessional Curriculum for Community Inclusion for instructors teaching one or more theory and field work course in Paraprofessional programs for Community Inclusion. Curriculum use, teaching tips and guidelines, and resources are featured.

IV. Recruitment Materials

Brochures:	Highland Park Community College's Human Services Program Schoolcraft College's Special Needs Paraprofessional Program
Program Flyers:	Associate's Degree, Highland Park Community College and Alpena Community College Certificate program, Highland Park Community College
Recruitment Flyers:	Flyer for individuals currently working in the field. Flyer for individuals not currently working in the field Flyer for young adults, high school students. Informational Program flyer
Recruitment Video:	Recruitment Video
Recruitment Booklet:	Student Resource and Support Guide: Designed to accompany the video, this guide is written in an easy question/answer format to respond to the questions most commonly asked about the Paraprofessional Programs for Community Inclusion.

V. Program and Career Planning Materials

Human Services Program: Student Handbook (June, 1993)

This handbook was designed for use in colleges offering the Paraprofessional Program for Community Inclusion.

Student Specialization Packet

This packet is for instructors and students to familiarize themselves with the different Program specializations, and competencies within those specializations. It is to be used in conjunction with HSP 200: Field Work in the Human Services as well as a counseling tool for Program Coordinators and Instructors.

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Appendix 5

Human Services Career Ladders/Career Options

HUMAN SERVICES CAREER LADDERS/CAREER OPTIONS

Training/ Education Requirements	Education & Related Services Career Ladder	Social Work/ Advocacy Career Ladder	Vocational/ Transition Career Ladder	Residential Career Ladder	Early Childhood Career Ladder	Recreational Career Ladder
M.A. Degree	Classroom Mgr. Teacher Therapist Consultant School Social Worker	Social Worker Case Manager Advocate Director Attorney	Program Manager Rehab. Specialist Vocational Counselor	Prog. Director Social Worker Psychologist Speech Path. OT, PT	Early Intervention Specialist Teacher Consultant	Music Therapist Art Therapist Director
B.A. Degree	Teacher Technician OT PT	Case Manager Prog. Director Trainer Rights Advisor Social Worker (BSW)	Trainer Instructor Technician Job Developer Rehab. Counselor Recreational Therapist	Group Home Provider Case Manager Nurse Dietician	Teacher Case Manager	Recreational Therapist
A.A. Degree	Instructional Aide Community Based Assistant	Outreach Worker Paralegal Advocacy Specialist Parent Advocate Social Work Technician	Job Coach Program Specialist	Group Home Manager/ Provider Community Skills Trainer Respite Care Provider Nursing Home Aide Foster Care Provider	Early Intervention Aide Instructional Aide Early Child. Parent Advocate Head Start Worker Preschool Asst. Child Care Worker	Recreational Assistant
High School Diploma or G.E.D.	Teacher Assistant	Outreach Aide Advocacy Info & Referral	Program Assistant	Direct Care Parapro Medical Coordinator Asst. Manager	Teacher Aide Child care Provider Early Child. Assistant	Recreational Aide

Adapted from: National Resource center for Paraprofessional Education (1988). A training program for paraprofessionals working in special education and related services. New York, NY: New Careers Training Laboratory, Graduate School City of New York.

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